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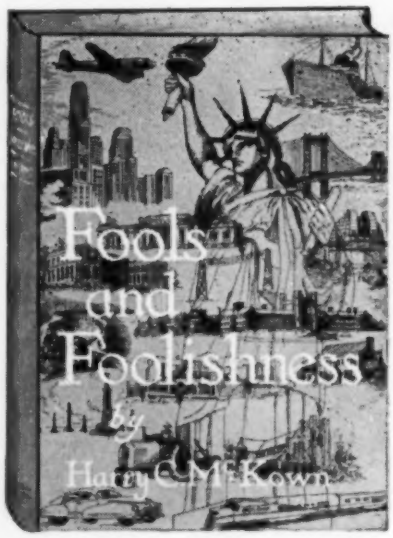

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School Activities

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VOL. XVII, No. 9 MAY, 1946

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. $2.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It

In view of the number of recent student strikes may we stress the data given in "Nation's Schools" for February. According to the opinions of 500 school men to whom a questionnaire was sent, the parents were largely responsible in 43 per cent, and the pupils alone in only 3 per cent. It is to be regretted that a community does not recognize that such a strike is uncomplimentary, to say the least, to the thinking abilities and processes of the adults concerned. Although perhaps relatively little can be done to change the attitudes of the adults, a few appropriate home room and assembly presentations would help to build the ideals and practices of proper parental and community support for the schools of the next generation.

The first step in developing good assembly programs is to educate all those concerned—administrators, teachers, and students—in the purposes, values, ideals, and standards of this activity. The second step is the organization of a school casting bureau or office through which the entire school (and perhaps the community) is carefully surveyed and all kinds, orders, and qualities of this talent discovered, catalogued, and the best of it made available for more or less immediae use. Isn't this what is done in the selection of participants for a play, game, newspaper project or other school activity? And it is just as necessary in connection with assembly programs.

If you have had an unpleasant experience with yearbook pictures, make a mental and written note of a corrective plan for consideration next year. Usually the local photographer is crowded with work during the spring, especially now with help at a minimum, and frequently he does not begin to take these pictures early enough (of course, many instances this is not his fault), and the inevitable result is a batch of more or less hastily taken, developed, selected, and amateurishly captioned pictures that do not represent the quality that should go into this important permanent publication. Another result of this arrangement is a big headache for all concerned—sponsor, seniors, groups, engraver, printer, and the yearbook purchasers themselves.

In Supt. Fred B. Dixon's East Lansing, Mich., annual report (a mighty interesting and sensible document) we note an item "Subsidy to high school activities, $1500." Fine educational business! It will be a great day for our program when all schools make such a logical provision for its financial support.

We are glad to note that student council conventions and conferences are being scheduled again. These events are certainly as justifiable as any of the other interschool affairs—games, debates declamatory and other contests, music festivals, etc. And, as with these, the school which benefits should meet the expense of the student participants.

And while we are on the subject of councils, may we emphasize again that an organization in which the councilors represent home room or similar non-specialized groups is more representative of the school as a whole than one in which the various activities are directly represented.

We always file several copies of each month's issue for future requests, so, if you need them, don't hesitate to order. The sooner you send in your order, the greater the possibility that we can fill it because, obviously, we cannot keep very many copies indefinitely.

We receive (and so do our contributors) commendatory letters about our offerings. Naturally, we are glad to have these. We receive (and so do some of our contributors) letters less commendatory. Naturally, we are glad to have these, too. We are interested in improving our magazine, but we are so close to it that sometimes we may not be able to see it all as accurately as those of you who use it. For various reasons we may not always agree with our adverse critics, but we will always welcome their suggestions. So if you desire to criticize, suggest, or just plain squawk, by all means let's hear from you.

And, as usual, we wish you a very profitable summer. We'll be seeing you next fall.

Have You a Youth Council on the Atomic Crisis?

SALLY CARTWRIGHT
Teacher, Oak Ridge High School
Oak Ridge, Tennessee

OAK RIDGE has, and the story is an exciting and significant illustration of how much any youth group can do, *now*, to awaken their fellows and their community to interest, study, and action on the atomic crisis—a crisis which these young people believe must be met by a clear-thinking, well-informed young America, alive to both the dangers and opportunities of the Atomic Age.

Oak Ridge boys and girls are ordinary young people. But they feel a sort of special responsibility, living as they do in the shadow of the great atomic plants. Here, the huge humming buildings remind them that every day and night terrific power is being produced—power that can be used for good or for evil. It is this constant reminder which helps fire their determination—that the youth of this country recognize the facts, and work for constructive, peaceful use of this world-splitting force—before it is to late.

The Oak Ridge Youth Council on the Atomic Crisis began early last December. After much discussion, they unanimously agreed on their motto, "No secret, defence, World Control." They first attracted attention with an intra-class writing project —a forceful Christmas editorial called "Atomic Peace." This was published in over 200 major newspapers and favored by several leading news commentators. In it, they point out that:

"We have never known a peaceful Christmas. Most urgently we want one while we are still young. While the atomic bomb threatens we fear that there can be no peace for us, nor for the world....To stop a war and save the lives of millions our fathers and our brothers made this bomb....In finding out its secrets they learned full well its power for good and ill. While it remains unbridled they fear this power. We share their fear.

"We do not want to die a needless death. As you do, we want to live ....Our schools, first to find this power for good or evil, will suffer with the first if we do not use it well. To save themselves our schools must think—and act. As students, we are under especial obligation to help. We can not be indifferent. The cynic's voice is now the voice of death.

"We are alarmed that this terrible menace has not been more generally recognized. We are extremely perturbed (that the McMahon Committee hearings) have not been given adequate coverage by our nation's press....Here is the handwriting on the wall. The people must see it. We, the youth of America, must help them to see it—or we, with them, are lost. Congress wants to know what the people think. The people must think—and they must speak."

Letters of commendation and encouragement poured in from every quarter. High schools, churches, YMCA's, wrote requesting information on what they could do; how they could help. YCAC-er's, now sobered even more, realized how little people really understood or thought about the implications of the atomic bomb.

Galvanizing into action, they expanded their program, and organized special committees on Public Relations, National Legislation, UNO, World Government, and Forums and Panels. Practicing among themselves they trained themselves into effective speaking teams. Each team contained specialists on "Russia," "Atomic Bomb Damage," "Future Peacetime Use," "Technical Aspects," and "National Legislation."

At first these panels made trips to neighboring schools and organizations within the East Tennessee area, but imperative requests from Philadelphia and New York, coupled with plans for joint sponsorship of longer trips, increased their chance to meet groups further afield. In Philadelphia, under the sponsorship of the *Record* and the Intercultural Committee of the UNO Council, of that city, they visited seven of the major schools. The response was immediate and gratifying. Similar study and action groups are now functioning in Philadelphia in response to the stimulus of the students of Oak Ridge.

Recognizing that young people everywhere needed more facts and information, YCAC, which had by now enlarged to include the staff of their school paper, the *Oak Leaf,* planned and produced a "superatomic" issue, devoted to a study of atomic energy and its implications. This they distributed to 14,000 high schools throughout the country. It was no ordinary job for a small school with limited facilities, but YCAC did it with the same seriousness of intent and maturity of purpose which has characterized their whole program.

Joe Glasgow student president of YCA C, has keynoted the group's feeling with these words:

"This is a crisis which cuts across all political, economic, and racial lines. It is a problem of survival, which concerns every single human being. Remember that silence is implicit consent. We must all work for a clear understanding of the atomic crisis and organized action based on that understanding."

Though still in a fluid, organizational stage, YCAC has never lost sight of its controlling goals: a program of adequate information and education and the spurring of an intelligent, organized manifestation of public opinion. During the last ten days of the McMahon Committee hearings, YCAC students wrote over a thousand letters to committee members and others in Congress requesting the legislators to give most careful consideration to the warnings of scientists, educators, and statesmen alike; that they follow the people's mandate in reporting and passing a bill for democratic civilian control of atomic energy. Hundreds of other letters were directed to friends, relatives, home town papers, clubs, churches, schools, colleges, and other groups, urging them to participate in this all-vital discussion.

In a recent address to YCAC members at Oak Ridge, Leland Stowe ended:

"You, together with the scientists, are doing a job which I can only describe as 1000% vital...a job of education and action which should be central to any type of formal education we have....first things come first, and if we are to act for a constructive solution of this atomic crisis, and it is *you* here before me who will decide, we must do so on the basis of thorough information and careful study, coupled with organized action. You must redouble your efforts...."

(*Continued on page* 357)

Oak Ridge High School Youth Council Finds Work to Be Done

Boys' Town--A Practical Guidance Project

ILMA LAWRENCE SMITH, Councellor,
Phillis-Wheatley High School,
Houston, Texas.

THE concept of our "BOYS' TOWN" originated in a desire on the part of a senior councellor at Phillis-Wheatley School, Houston, Texas, to help boys with problems: boys with poor school grades; boys with "bad reputations"; boys with unfavorable home conditions; boys from rural districts who were having difficulty in making themselves conform to the "big city pattern"; boys whose adjustment (emotionally and otherwise) showed symptoms of what might be termed "mildly or strongly deviating"; and boys whose behavior patterns indicated the existence of "complexes", "phobias", and the like.

The basic philosophy behind such a project was that many of the existing deviations in such boys' behavior were the results from environmental influences, a number of which could be and should be changed for the better. One predominant objective of this project was to substantiate Father Flanagan's statement that "fundamentally there are no bad boys."

Steps in organizing included a hearty welcome to the room, enrollment, and a short talk by the Sponsor, which explained the purpose of the organization, and an invitation extended each boy to discuss freely his own problem or problems, with only those reservations which he (the boy) deemed advisable. Assurance was given that each conference would be respected and considered with one objective predominant—to alleviate the existence of, or to solve, the problem completely (if such could be done). Expressions of approval followed. Some boys were timid in their responses; others were bold. This open discussion broke down the reserve. Enthusisam ran high. Officers were elected, plans made, BOYS' TOWN began to operate.

The regular meeting was at the weekly home room period, and the assigned topic, usually selected by popular vote of the boys was discussed in an informal manner. Themes were based on honesty, moral courage, religion, boy-girl problems, employer-employee relationships, and cooperation. Human interest stories were told to point out a moral or to teach a specific lesson. Care was taken that there should be no embarrassing moments for any boy, regardless of the case or problem presented.

Interest in the project soared high and some improvement in the behavior patterns of the boys was observed after a few weeks. A desire to have an attractive room led to a clean-up program. The bulletin board was re-decorated, posters bearing the name of the room were hung and an invitation to visit "BOYS' TOWN" of Wheatley was extended to the teachers and students of the school.

No mention was ever made of the individual boy's problems in te group meetings, but every case was given consideration. All cases were recorded and made available only to Councellors, Dean, Vice Principal, and Principal. One boy upon graduation recommended an unemployed boy for his job after school. This boy passed the job to another and when he finished it was passed down to another. This job is still being "handed down."

Here is one significant behavior problem handled by the group. A boy who seemed to be continually in "hot water"—ignored by the group whenever his conduct became displeasing. However, his normal behavior was immediately accepted and appreciated by the group. He learned to appreciate being accepted and became a highly respected citizen of BOYS' TOWN.

A spirit of cooperation was shown by the group when a new boy entered the class. Boys were assigned to help in the process of orientation. The rules of the school and of the room were explained. He was shown the various departments of the school (his class rooms and locker included), and he joined with one of the small groups in the room. He became a definite asset to BOYS' TOWN.

The project has called for continual tact, patience, tolerance, and ingenuity, but it has been proved that the project is a workable one. Much satisfaction was felt by the sponsor when a boy from another group approached the sponsor and stated that an ex-member of BOYS' TOWN (now graduated) had advised him to get

in this group (BOYS' TOWN) for here one is presented with the opportunity of aiding in the "working out" of his problem or problems.

Yes BOYS' TOWN is a practical guidance project that works, for here one is able (1) to recognize his problems as a human expression, (2) to have a practical part in its alleviation or solution, and (3) to receive consideration and help from others in making the transition from the status of the "deviate" to the role of the individual whose behaviour and scholastic patterns show normality of conformity.

Speech At Duquoin Is Fun!

Doris J. Schwinn and
John Lawreck
Du Quoin Township High School,
Du Quoin, Illinois

SCHOOL—Speech Fun! Keywords that mean, according to Milford Wyman, president of the Du Quoin Chapter of the National Forensic League, "The best times any high school student could hope to have in four years."

Although relatively small in size, numbering only 437 students, Du Quoin Township High School this year features two separate classes in Public Speaking—a beginners' class and an advanced one. Beginning speakers meet during the morning, with fundamentals being taught. The students with at least a year of experience spend their time in speech class in the last 40 minutes of school. As a rule last period classes are a bore when you're just "rarin' to get a coke" at the nearest drug store. But at D. T. H. S. it's not quite the story, at least not for speech students. With kids who are anxious to try anything once (and they usually do), the "7th hour" class usually continues a few minutes after the bell, everyone staying because he wants to do it.

But, before any wrong ideas are formed there's one thing to keep straight: Our motto is "Work when there is work to be done, and play when there is time for play." But, if you like your work, it, too, can be play, and the time spent at either is enjoyable.

Coach R. P. Hibbs, assistant principal and instructer in speech at Du Quoin, has taken this motto seriously and features a unique system of combining classes, extra-curricular work, and fun. While using a textbook to teach the fundamentals, Coach Hibbs believes experience is the best teacher, and contest work is coordinated with class work as well as with actual experience through community speaking.

Each spring a beginners' intramural contest is held. Advanced students act as coaches in this contest. The extra experience gained in this manner is invaluable. Shortly before tournaments begin to roll around, selections are given in class, and constructive criticisms are given by students and coach alike, giving the speaker an excellent chance to improve. Debate meetings are held at night, but afterwards coach and all head for a favorite restaurant and a lot of laughs. As for the contest work, the trips to neighboring towns, the parties held, the swell friends you make, add up to more than all the work. And one thing of which we and our coach are justly proud is that we are regarded with respect and courtesy everywhere we travel, for in the past we have achieved a record of courtesy and good behaviour as well as one of victory.

The main objective in speech here is to teach us to speak correctly, but the students have one of the best records of fun anywhere. There's the hot dog stand at the football games, the picnics and parties, the Christmas Dance at the Country Club, the farewell Debate Banquet, and one of the largest events in town, the annual Penny Carnival, using three-fourths of the student body and grossing this fall $1.500. This event is long-awaited by students and townspeople alike. Naturally it brings a lot of work, but carnivals are never thought of as hard work or drudgery.

Evidently the School—Speech—Fun combination has brought results. Du Quoin has achieved one of the nation's most enviable records in speech. The National Sweepstakes Award has been won, three students have taken top nation honors in oratory and extempore speaking, and thirty-six speakers in oratory, declamation, and extempore speaking have been national medalists.

The school has won the State Championship 8 times in 13 years, twice winning it 4 times in a row. The records of individual speakers stand nearly as high.

Regardless of the record, speech to us is wonderful, and we wouldn't trade it "for a million."

Where Are the Winning Newspapers?

JOSEPH C. CARTER
Instructor, School of Journalism
Syracuse University
Syracuse, N. Y.

THE BEST high school newspapers are published by schools concentrated (1) in the immediate vicinity of the large metropolitan centers—New York, Chicago and Minneapolis—and (2) within the area of most intense influence of the National Scholastic Press association and the Columbia Scholastic Press association, as well as of some of the nation's greatest schools of journalism. Moreover, all but a few are produced in the larger cities of each state, rather than in the less populous and less opulent educational districts.

The above facts are some of the findings of a nationwide research project, "Editorial Standards for Printed High School Newspapers," in which an analysis was made of the publications of 74 cooperating schools in 31 states and Hawaii. Newspapers used in the research were those listed as either NSPA All-American or CSPA Medalist winners or both for one semester.

Of the 74 newspapers analyzed a total of 21, or 28 per cent, won top rating in the CSPA contest; 42, or 56 per cent, won highest honors in the NSPA critical service; and 11, or about 15 per cent, were dually enrolled in and won highest ranking in both press contests.

The study covered newspapers from secondary schools ranging in enrollment from 300 to more than 2,500 students. Frequency of publication of the journals included dailies, weeklies, biweeklies and monthlies, half the group being in the biweekly class.

Geographically they are quite scattered throughout all the states but 17—which contributed not one top winner in either of those school press contests. A distribution by geographical divisions of the nation shows the following number of "best" publications:

East North Central	20
Middle Atlantic	13
West North Central	12
South Atlantic	10
Pacific	7
West South Central	5
Mountain	4
East South Central	2
New England	0

A breakdown of the state addresses lists: Minnesota 7; New York and Wisconsin 6 each; Illinois, New Jersey, Ohio and Virginia 4 each; California, Colorado, Indiana, Michigan, Pennsylvania and Washington 3 each; Nebraska and Texas 2 each. Laying claim to one winner each are the following: Alabama, Arkansas, Florida, Georgia, Kansas, Louisiana, Maryland, Mississippi, Missouri, Montana, North and South Carolina, North Dakota, Oklahoma, Oregon, West Virginia, and Territory of Hawaii.

Though some of the following states have secondary schools which are flourishing cases of journalistic endeavor, apparently not one of them can boast, in this particular semester's contest, of having won top place as All-American or Medalist. Those journalistically more arid states are: Arizona, Connecticut, Delaware, Idaho, Iowa, Kentucky, Maine, Massachusetts, Nevada, New Hampshire, New Mexico, Rhode Island, South Dakota, Tennessee, Utah, Vermont and Wyoming.

Conclusions? There are some:

1. CSPA and NSPA, the two largest high school press groups, should increase their efforts to sell the idea of newspaper memberships and contest enrollments to principals and journalism advisers in schools of the states which produced no top place winners, or very few.

2. Advisers and staffs of newspapers in those states should more carefully study the criticisms of contest judges and seek to improve year after year.

3. Advisers should urge school administrators to add a course in high school journalism and provide adequate time in the day's schedule for publication activities, preferably with credit.

4. Faculty advisers should study summer courses in high school journalism, newswriting, newspaper and magazine editing, law of the press, reporting and graphic arts at schools of journalism—even if it means a flight across the continent!

5. Newspaper staffs and libraries should subscribe to School Press Review and

Scholastic Editor, house organs of CSPA and NSPA, as well as to other special staff aids issued by each organization.

6. Schools and departments of journalism, in cooperation with schools of education, should offer a competently taught teacher's sequence, not just in the summer term, but also during the regular academic year. And effective advertising programs should seek to intensify demand for journalism courses during all sessions.

7. Newspaper staffs should build their exchange lists to include chiefly those newspapers in other schools which consistently have earned top honors in nationwide NSPA or CSPA contests. And they should study these winners to learn how to improve their own products.

8. It would greatly benefit the teacher of high school journalism if he or she would work during summer months as reporter or copyreader on a newspaper.

Living Mannequins

CONSTANCE PENNYPACKER
Senior at
Drexel Institute of Technology
Philadelphia, Pennsylvania

HAVE you ever attended a fashion show where the model walked out onto the stage in a sophisticated creation, to the tune of "Danny Boy" or "Old Folks at Home"?

Sounds absurd, doesn't it, and you might reply that such an inexcusable mistake would never occur at your school! Nevertheless, this has happened and similar mistakes have occurred in various spots of this type of program. The cause—perhaps there is too much responsibility on the shoulders of too few to cover all such details, or else the committees do not take their jobs seriously enough.

But, here you are all set to start working upon your show, with the time and date set, and with just hundreds of ideas running through your head for its theme. Naturally, it just has to outdo any fashion show in which your rival school may participate. Let's start by forming the committees and appointing a chairman for each, plus a general chairman over the whole affair—one who will give generously of her time to see that each committee member cooperates within her particular sphere, and also with the other groups, so that, for example, the music committee will know how to coordinate its program with that of the costume committee.

Thus, the appointed committees should be:

(a) Costume Committee—To select the gowns and types of costumes to be featured. As the clothing has been made in the classroom, the whole idea of the theme of the show will depend largely on what types of costumes you will have to work with. After the selection of costumes comes the proper choice of accessories. This is a point too much overlooked, especially by teen-agers with their desire to speed their growing up with veils and spike heels with the wrong basic piece of costume. So, let's check and recheck these items with them, read up on the latest in fashion magazines, and shop the stores to see what is available, before the pupils start buying by the "urge". Thus, in the very beginning, if these accessories are going to be purchased, borrowed, or made for the occasion, let them be correct for proportion and balance, color harmony, and texture.

This committee with the aid of the general chairman usually arranges the program as to whether the costumes will appear singly or in groups, keeping in mind the type and color and texture harmonies when more than one model appears at a time.

The basic rule for the program is to begin with the active sports ensembles and lead up to the evening gowns. Spaced in between are the spectator sport costumes, the suits and coats, and then the afternoon and dressy informals. Of course, if a bridal party is included, this makes an excellent climax.

If changes are to be made by the model, at least fifteen numbers should be spaced between the two, as it usually takes but a few seconds to walk across the stage, and the inexperienced person will need more time in which to change, catch her breath, and regain her poise.

(b) Commentator and Committee—whose sole job, and a large responsibility it is, too, to write the copy for the show

and really to draw enthusiasm from the audience as each model drifts across the stage in her creation. She must be a person who can overcome a crisis in case the sequence of the program is somehow shifted; a helping factor is for her to know each one of the models. Thus, the commentator will not start to refer to Jane's spectator outfit, if it is Sue who has walked onto the stage wearing an afternoon ensemble.

(c) Music Committee. The costumes have been chosen, the sequence arranged and now the music committee can get started by deciding the type of music and finding the musician, or musicians. The public, nowadays, seems to demand more and more in the way of light background music for these occasions, and at many of the larger shows we will find a string ensemble with perhaps one or more vocalists blending their voices to create a soft and sophisticated theme. But, for our smaller-scale show, one versatile pianist is really sufficient.

(d) Decoration Committee. As soon as possible it should begin to formulate ideas and come to a grand conclusion as to what will be the theme. There are so many themes which can be used by keeping up with the world events, community news, and seasonal occurrences. This will largely depend upon the budget with which you have to work.

The scenery painters have to be selected, also two helpers to take charge of the lighting effects both on the backstage panel and the spotlight. This item, small as it may appear, can be a helping or a breaking factor for the show. Most auditoriums are well equipped with a spotlight, and someone in the school is usually familiar with its operation. Here is needed just the white spotlight. The other concern in lighting is the proper footlights and overhead lights. If the committee itself is not familiar with the use of these, it would be well to do some research and to work these problems out with the person on the switchboard at rehearsals. It is necessary to keep in mind that:

(1) Old fashioned incandescent lighting produces warmish amber tones.
(2) Standard white fluorescent lighting produces a sunny day and accents natural colors.
(3) Daylight white fluorescent lighting produces a winter day and has bluish tones.
(4) Soft white fluorescent lighting produces a spring day and gives a warmer effect, making whites appear really white and without any yellow shadow tones as is produced with the standard white fluorescent.

Flowers usually have to be ordered for the stage, and if the publicity committee is planning to award corsages for any prizes or acknowledgements, this can all be done at one time. It is well to rememer that an artistically arranged vase of flowers on the piano, whether it is placed on or off the stage is quite effective.

Also to be arranged and made is a ramp or runway from the center of the stage out into the audience. If this is not possible because of architectural hinderances, perhaps the models could step down from the stage and circle through the audience, making their exit in this manner through one of the doors in the auditorium.

The commentator's rostrum is at best advantage when placed to one side of the stage, preferably to the left in such a position that she can be seen but is not the center of attention.

(e) Publicity and Program Committee Their work takes in posters, newspaper publicity and photographers, and the setup and printing of the programs. The programs in order to be most effective should have an attractive cover, anything from a simple line sketch suggestive of the theme to a carefully detailed drawing worked out by the art class. Perhaps the art class will also cooperate with the making of the posters. In the main body of the program will be found not only the list of costumes and the names of the girls by whom they are made and worn, but perhaps a title for each creation. Also included is an acknowledgement of all those who in any way contributed to the show.

(f) Dressers and Wardrobe Committee sees to it that each model is well groomed before she goes before the footlights, that is, that her make-up is correct for the bright lights, that the costume hangs correctly and is well pressed and that there are the proper facilities for dressing and making quick changes. A full length mirror, a long clothes rack with the costumes numbered and in sequence, and a table for accessories numbered in the same manner will help to avoid confusion, especially for quick changes.

(*Continued from page* 334)

The School Press Grows Up

LAURENCE R. CAMPBELL
Acting Dean, School of Journalism
Syracuse, University,
Syracuse, New York

AMERICA'S school press has grown up. Student journalists rendered a vital service in World War II. As they face the atomic era, publication staffs are eager to build a brave new world—one world with peace and freedom for all.

Grown up? Yes, a modest adviser wrote the expression on a critical service entry blank. And she meant it. For her editors had become more responsible and more mature than pre-war staff members.

Compare school newspapers of 1945-1946 with those of 1925-1926. Their make-up and typography, of course, are better. More important, the content is more balanced; the writing, more vital.

Consult judges of critical services. They will hold this view. NSPA, CSPA, and Quill and Scroll report that school newspapers are much better today. In fact, these and other school press agencies have helped to make possible such notable progress.

Talk with publication advisers. True, boys will be boys, and girls will be girls, but school press standards are higher than ever before. Moreover, the trend is toward even greater improvement.

Yes, the school press is here to stay. The National Survey of High School Journalism proved that in 1939. Experience in World War II has strengthened conclusive evidence heretofore pesented.

The school newspaper is essential. It is the school's most worthwhile extracurricular activity. Yes, it's more important than the spring operetta, senior play, the football team, or the student council.

As a news medium the school newspaper has a more thorough coverage than ever before. Curricular as well extracurricular news is presented. Parents as well as students find the news written in simple, clear, effective English easy to read.

The school newspaper has broadened its service as an opinion medium. Editorials are supplemented by opinion polls, pro and con articles, symposiums, guidance columns, and by reviews of books, movies, records, and radio programs.

At the same time, the school newspaper provides better entertainment. It gives more attention to original or creative writing. It depends less on jokes clipped from other media.

To be sure, some newspapers still tolerate gossip columns. Some staffs risk libel for a few snickers. Sound neither educationally nor journalistically, gossip reflects credit neither to the school nor the community that tolerates it.

Gradually staffs are being operated on a more democratic basis. Unfortunately many advisers prefer to "run the show" rather than to teach. They dictate the choice of editor, censor the content, make vital decisions, as if they were totalitarians.

Enlightened advisers, however, know that such policies are neither necessary nor desirable. Why are they sure? They know how to teach—and don't have to boss. Thus, they train students to do all the work in publishing a school newspaper. Business staffs are improving too. Advertising staffs talk of promotional material, merchandising calendars, and consumer surveys as well as of rate structures, copy and layout, and salesmanship technique. Accurate accounting with periodic audit is becoming a common policy.

Yet many schools still are out of step—or not even in the parade. Who's to blame? Sometimes the administrator, boards of education, untrained advisers. Often there's the old policy of "passing the buck."

Untrained advisers! Unfortunately, few advisers today have taken more than two or three courses in journalism. Too busy or too indifferent, many of them actually are not qualified to give effective instruction or guidance in student journalism.

Schools of journalism have helped the school press a lot. They could help it more. How? Too often summer courses in supervising student publications or teaching high school journalism are taught by persons who are neither interested nor qualified in this field.

Even so, schools of journalism have sponsored school press conventions, press

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Boys' Ranch Camp

MARIAN PIERCE
Editor, The Curtis Aggie,
Curtis, Nebraska

FROM June 17 to August 10 two hundred city boys will become acquainted with farm and ranch life at the first Boys' Ranch Camp held at the University of Nebraska School of Agriculture, Curtis, located in southwest Nebraska's rolling hills. The Curtis school is sponsoring the camp with aid from Rotary clubs, University of Nebraska Foundation, and the Omaha and Lincoln Chambers of Commerce.

From the first, the boys—freshmen, sophomores, and juniors in high school will have busy days. A camp rodeo, stock show, and boxing tourney will be some of the highlights.

Alhough the camp is a new venture, the boys will receive training comparable to that which the regular Aggie students get from September to April—without the classroom routine.

"Farm boys are not excluded from the Boys' Camp", states UNSA Superintendent H. K. Douthit. He feels the two months of working and living together will do much to create a better understandng among boys of country, town, and city.

There will be no classroom studies, no books, no homework, even though two hours high school credit will be awarded to all attending. So attractive is the program that boys will be eager to frequent the shops, barns, and fields—where they will receive entertaining instruction on Nebraska's great natural resources.

Boys who have never visited a farm will soon learn to harness, drive, ride, and care for horses, and to handle a lariat along with the cowpunchers.

The livestock show, which will be similar to the annual Junior Ak-Sar-Ben which UNSA students sponsor during the school term, will give the best showmen a chance to earn awards.

Popular will be the mechanical training on forge and motors, where the boys will learn to operate all kinds of farm machines.

The 400-acre farm will serve as a proving grounds where the youngsters will learn to indentify various Nebraska crops and evaluate them. Special emphasis will be placed on soil conservation and on the study of hybrid corn.

The school's two modern dormitories will house all the boys. Served in the dorm dining hall, the three daily meals will include steaks, fried chicken, strawberry stortcake, corn-on-the-cob, and plenty of fresh milk from the school's Holstein herd.

The school physician and registered nurse will be on hand to give the boys medical care when needed.

A New Experience for City Boys

Members of the University of Nebraska coaching staff will be on the campus to assist Coach Roy Pierce in providing recreation.

Cool evenings will give time for brief football drills under the athletic field lights. Boxing and tumbling will be reserved for days when Old Man Sol fails to shine. New Cornhusker grid coach, Bernie Masterson, will have charge of one session.

George W. Olinger of Denver, who is nationally known, for his work with boys, received the inspiration for the camp while attending a Rotary meeting in Curtis last summer. Immediately he sensed the possibilities for the project and started the ball rolling to run UNSA, with its outstanding facilities, on a twelve months' basis. Impressed with the work the school is doing to educate Nebraska's farm and ranch boys, Mr. Olinger seized upon the chance to give city boys a taste of farm life.

Just One of the Sports

Mr. Douthit arranged for a meeting with John K. Selleck, University of Nebraska comptroller, and Perry Branch, of the University Foundation.

Mr. Selleck, Mr. Douthit, and Mr. Branch, together ironed out the problems. Mr. Selleck arranged the use of University facilities. Naturally Mr. Douthit was happy to see UNSA's beautiful campus put into year-around operation. The funds will be handled through the University Foundation.

Scholarships valued at $150.00 each will be awarded to deserving boys by Rotary clubs and various Chambers of Commerce, civic and private organizations. A nationwide project, the camp has received inquiries from all sections of the United States. Boys receiving scholarships must be outstanding in regular school work. Upon payment of the $150.00 enrollment fee, which covers all expenses, boys who are not sponsored may attend the full camp program.

V-J Day Memorial Service

THE most impressive assembly ever held in Westinghouse Memorial High School was presented recently—a V-J Day and memorial service in recognition of the cessation of hostilities and in honor of those twelve students who made the supreme sacrifice in World War II.

The "Prayer" by Benet was given with a background of piano music.

During the singing of DeKoven's "Recessional" the curtains parted, revealing a simple but particularly impressive tableau—a huge white cross with a lighted "V" at its base and on a lower platform a stand holding the flags of twenty-seven Allied nations. From the cross a low, white picket fence extended diagonally to the curtains forming the letter "V."

"One Hundred Ninety Weeks," as found on page 27 of the August 20, 1945, issue of *Time* magazine, was presented by three students as a March of Time broadcast and was followed by a reading of "The Peace," found on page 20 of the same issue of *Time*.

The poem "Their Land and Mine" was read in honor of one student still missing in action.

The "In Memoriam" portion was based on a theme suggested by Norman Corwin's "On a Note of Triumph," a digest of which appeared in a recent issue of *Coronet*. During this presentation the curtains parted to display another effective tableau—the huge white cross on the top level, the two smaller white crosses at the corners of the lower platform, and the empty vase at the foot of the cross. As a conclusion, as the names of each of the twelve youths were read, an alumnus and Flight Officer in the AAF placed a flower in the vase, forming a bouquet of twelve gladioli. Soft music was played as a postlude, and the student body departed in silence, a tribute to their comrades.

—*W. Lester Carver*

You Must Have Framework

JAIRUS J. DEISENROTH
Principal, Junior High School
North College Hill,
Cincinnati, Ohio

LAUGHABLE, but serious, was the collapse of the mess hall being built for the enlisted men at one of the Air Corps' installations near Detroit. To the layman such as the writer, who was working in the office at this field, the event was funny. Laboriously the workmen had framed up the mess hall, which looked much like the skeleton of a fish. Lunch hour had called the men from their labors; and then the building fell down. You have seen dominoes drop after your little brother had lined them up for the purpose? That was the picture.

Well, they brought over a small tractor, hitched it to the building, and pulled the thing back into shape. A few nails and braces applied here and there, and then the Air Corps had another building about ready for use.

It is not going to be that simple or easy for postwar schools to frame up their buildings—particularly the framework on which morale is built.

We want the boys and girls to be happy as they work; we want them to be happy as they play; we want them to be proud of the school, and respectful of their teachers.

That doesn't just happen! You do get a certain friendly reaction to the glad-handing of boys and girls at school. Schools do become popular if they feed boys and girls a diet of movies, entertainments, and parties. It is possible to operate a school on a diet of the spectacular.

But if we want to build for the future, it is well to look to our framing, to the studied acts and decisions upon which the future development of school spirit depends.

Let us look into some of the items that have gone into the framework of some successful schools.

First. Does your student body know where it stands? This could be taken care of by the thinking through of what we call "Duties, Rights and Responsibilities of Pupils". Following a number of meetings of joint committees of pupils and teachers, this outline was evolved in our school and finally adopted as the sort of thing the school wanted to live by.

DUTIES

To perform all school assignments to the best of our ability

To help to preserve order in school, on the playground, and in the neighborhood of the school

To assist in the progress of the classes, even if the teacher is temporarily absent

To preserve the good appearance of the school both inside and out

To promote and preserve the good reputation of the school in the community

RIGHTS

To share and enjoy all the school facilities as long as our actions and attitudes warrant

To have the use of a warm, comfortable, clean and convenient school building

To present make-up work when absent due to unavoidable cause

To have our opinions presented to the school through the medium of the student council

PRIVILEGES

To assist in the management of such school departments and functions as the library, street and school traffic, fire drills, athletic leagues

To help in the formulation of rules and regulations for the better management of the school

To participate in and to witness such activities as assemblies, clubs, radio programs, special entertainments, athletics, band, orchestra, glee club, and other activities involving boys and girls

To move about the school freely, so long as we appreciate the rules of the school and the schedule of classes as it applies to us as groups and as individuals

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This statement, duly incorporated into the by-laws of the student council, will bring dignity to the administration of the school and a feeling of safety and security to each pupil as he meets his classes

and attempts to feel his way through what is often a maze of activity.

Second. We come to the matter of Student Council. Nothing can be added to the already large list of articles on the subject. But a reiteration of a few basic principles might be useful in the consideration of the framework for school morale. Violation of these generally recognized principles can wreak hovoc in a program that otherwise might be successful. Here they are.

1. Assure every homeroom of representation. If your school contains lower grades, have them represented by an older boy or girl who will be a friendly adviser to the grade.

2. It is essential that the election of members to Student Council be democratic. This precludes any considerations of *creed, color, economic status,* or *scholastic success.*

3. Council members should know from the first meeting just what their limitations are. It is simple and correct to state that the school reserves to the principal and other legal officers such items as attendance, hours, days of school, excuses for absence or tardiness, course of study, requirements for promotion or graduation, and any other duties that affect the progress of the school in its legal existence. Boys and girls quickly catch the significance of this, and the justice of it, too.

The adoption of Duties, Rights and Privileges, and the setting up of the Student Council will engage the interests and efforts for the entire school for a school year. Good administration technique is to do one job at a time, especially when future activities depend upon the current task. The faculty must build sturdy framework if school morale is to stand the test of time.

Living Mannequins

(*Continued from page* 329)

(g) Caller—who stands backstage by the entrance and ushers the models out onto the stage at the correct time. It is this calm, collected person who gives that needed last minute encouragement, and sees to it that each girl steps before the footlights wih a smile.

(h) Ushers

(i) Janitor — who does any heavy carrying or shifting of scenery and will be sure that the room to be used is clean and well ventilated, and that the loud speaking system is regulated correctly.

Now comes the rehearsal. The girls have worked hard on their costumes, and rightfully are quite proud of their efforts, so in order to bring forth just the desired enthusiasm from the audiences, they must know how to model the costume most effectively. Therefore, start rehearsals as early as possible: beginning a month or two in advance will result in a more professional appearance than will come from expecting the models to grasp all of the techniques of correct carriage with a short preparation. Proper carriage should include all the rules by which we abide daily —head held high, shoulders back, and abdomen in.

The girl who models an active sport costume wants to have a light springy walk, while the model of a sophisticated gown walks more slowly and stately. A fact to bear in mind is that, usually, the model never gives her audience a full front or back view, but rather a three-quarter or side view, as this slims down the figure and shows off the gown to better advantage. The model keeps her one foot forward, always ready to take the next step when posing or turning. In the process of turning, all of the weight is on one foot, the pivot foot, depending upon the direction of turning. There are many methods of handling the turns and entrances, and by working them out according to the setup of the stage, and by varying them somewhat wth the different models, monotony can be avoided.

The correct carrying and handling of accessories upon the stage have to be stressed. For example, the handbag is never held below the hem line of the skirt, and these and numerous other items must be kept in mind and checked upon at rehearsals. Also, there must be a big smile SMILE from each and every model as she makes her entrance. The girl with the bright eyes and soft smile can bring forth the enthusiasm from the crowd, while the girl wearing the identical costume, but with a bored and indifferent appearance, could not.

When the long awaited day arrives, you should be completely prepared for it if your planning has been not only well thought out, but actually worked step by step. It has been hard work, naturally, but the time and effort will prove itself well worth it in the end.

All Ship's Night

A Dinner Party for Masqueraders

Lena Martin Smith
205 *East Cleveland*
Pittsburg, Kansas

THE FOLLOWING plan for a dinner party for a gala social evening has been tried with groups varying from 40 in a home to 200 in a hotel diningroom. It was designed to entertain "land bound" adults who are not free for longer and more realistic voyages.

The guests were invited to dine with the Captain. At the reception preceding dinner, they were guided to a table with a "Wishing Well". They chose a passport and learned by it whether they were to travel as Richmen, Poormen, Beggermen, or Thieves.

If Dame Luck cast them as rich, they were placed in charge of a committee who helped them to characterize some noted movie star, diplomat, statesman, or professional genius. One became an Arabian with white headgear and false beard, another a Molotov with mustache, or Bing, or Bob, Gracie, Dr. Gaulle, Churchill, etc. Then the Poormen wore bandanas around their necks, right over the dinner jackets; Beggarmen wore colored bands around their heads gypsy fashion, and the Thieves wore tiny black masks across their eyes, or pushed up on their foreheads. The three lower classes were seated in the ship's diningroom first. Then the dignitaries were announced by couples. All the food was the same, but the rich ate on white linen with tall tapers, poormen had red and blue checkered tableclothes and short candles, thieves and beggars had brown paper spreads with pop bottles and short candles of varied colors. All the tables had small boat centerpieces surrounded by greenery and containing "life preservers" candies. On the wall were large life preservers, old tires wrapped in white and painted with the ship's name Queen Mary. At the end of the room on a small stage were ship's rails with life preservers. Overhead were lines of the small multicolored paper flags.

The captain welcomed the guests while the first course was being served and introduced for short welcomes two other leaders concerned. After the first course "Bing Crosby" led community singing of sailor songs. "Sailing" and a parody on "Goodbye, My Lover, Goodbye" was as follows:

The ship is sailing down the bay,
  Hello, my lover, hello;
We have not met for many a day,
  Hello, my lover, hello.
My heart will evermore be true,
  Hello, my lover, hello;
We do not have to say adieu,
  Hello, my lover, hello.

Chorus:
  Sing low, my baby
  Sing low, my baby
  Sing low, my baby,
  Hello, my lover, hello.

Then cheer up while we're here again,
  Hello, my lover hello;
We hope you have no weary pain,
  Hello, my lover, hello;
Though far we roam across the sea,
  Hello, my lover, hello,
Our every thought of you shall be,
  Hello, my lover, hello.
Cho.

Other songs were the chorus of "The Capital Ship" and the old chanty "Wey, Hey, Blow the Man Down".

During the second course, there was a short period of popular music choruses ending with a special number. Carmen Miranda sang "No Can Do" around the tables, giving special attention to guests who deserved a little teasing.

Also during the dinner course there were two sets of "gag-men", seated across the room from each other. "Archie" and "Andy" of radio fame, and "Bing" and "Bob" of radio and the movies. One would stand and ask the other if he had heard about....and there followed some joke applied locally when possible.

Between the dinner and dessert, during dessert, and while waitresses were clearing the tables there was popular music at the piano and "free singing" and free dancing". A few couples wandered to the piano and sang, and a few more danced on the limited space between tables.

For the program after dinner, there were the following events:

A five part contest with rich, poor, beggars, thieves, 2 each represented.

A. Contest
1. Judges appointed . . . three, who sat close to the stage or on it.
2. Personality Quiz (see Quizzes below)
3. Loyalty Quiz
4. Perspicacity Test
5. Culpability Test
6. Knowledge Quiz

B. Skit "Something Sentimental", a take-off on a couple for some reason, as birthday, newlywed, or some official. Carmen Miranda in dialect told a short story. As she told it she paused for each chorus mentioned, while a small group at the piano sang the chorus. (described below)

C. Archie's Ten O'clock News (Local news and quips on persons present.)

D. "Good Night, Captain," a parody on "Good Night, Ladies."

Goodnight, Captain,
Goodnight, Captain,
Goodnight, Captain,
We're going homeward now.
Merrily we roll along,
Roll along, roll along,
Merrily we roll along,
Over the deep blue sea.

PERSONALITY QUIZ

1. Eight contestants were sitting. The leader asked one to stand and answer one question or more. The judges awarded a "best answer" mark to one of the four groups. When all were tallied at the close of the fifth contest, a box of candy was awarded the winner.

PERSONALITY QUESTIONS:

1. If you had to be an animal the rest of your life, which animal would you rather be?
2. What would you rather eat than anything else?
3. What would you rather see than anything else?
4. How would you spend your last dollar if you had no immediate prospects of making another?
5. If you could see the future would you look?
6. If you could be married to a famous person of past history, whom would you choose?
7. Would you prefer 5 years of being famous or 10 years of slavery?
8. Would you rather be an unhappy master or a happy slave?

LOYALTY QUIZ:

If you saw——cheating at cards at your house, what would you do?

If you were penniless and saw——drop a dollar bill, what would you do?

If you must give up one of these, which would you keep, auto, telephone, radio?

If——appeared at your door and refused to tell you why, but asked you to hide him from the police, what would you do?

If——was notoriously carelessly in money matters and gave you as a reference for credit what would you do?

PERSPICACITY TEST

Using gestures for vowels but speaking the consonants, hold a spelling contest, using words that concern the occasion. Gestures (a) extend right hand (e) extend left hand (i) point to eye (o) make mouth into a silent o (u) point to your own chest.

CULPABILITY TEST

Have a dozen or two women's hats and have the men select one most becoming and model it before the judges.

KNOWLEDGE QUIZ:

(All questions are suggestive and may be adapted or changed)

1. Is the toe of Italy's boot on the west or east side of the peninsula? West
2. Who was youngest of the countries' leaders during the war; Roosevelt, Stalin, Chiang, or Churchill? Chiang
3. When Washington crossed the Delaware what state did he leave and what state did he enter? Penna. and N. J.
4. Would it be cheaper to take one friend to the movie twice, or two friends at the same time?
5. Which is the most delicate organ of touch; tip of tongue, bottom of foot, tip of finger? Tongue
6. What means of transportation carry more passengers today than any other? Elevators
7. If you were a musician and were practicing your flams, flam paradiddles, your double paradiddle ruffs, and double drags, what kind of instrument would you be playing? Drums
8. Should a civilian walk on the left or right of a soldier? Left.. .so he can salute
9. What is the poetic name for the United States of America? Columbia
10. What five musical terms may be applied to Baseball? Run, pitch, slide, score, tie

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Suggested Activities for a Photography Club

MARCUS E. ERICKSON
Agusta Lewis Troup
Junior High School
New Haven, Connecticut

IN the modern school "the curriculum involves not only the content of textbooks, reference books, courses of study, and the processes of the classroom, but also extracurricular activities, the life of the school, relation of teacher to pupil and pupil to teacher, the relation of the school to the neighborhood, the building, the equipment, the playground—in fact every aspect of the school, for each is educative." As is indicated in these words from a school survey report by the Institution of Educational Research, Teachers College, New York City, club activities in today's schools are an integral part of the school curriculum.

From *The School and Community*, by the Colorado Education Association, we accept the fact that "education is an important social institution, the fundamental purposes of which are often obscured by the scaffolding of traditional practices... Educational institutions have often assumed their objectives and methods, instead of continuously attempting to evaluate them from a social or utilitarian point of view." There must be continuous evaluation of the educational program to determine its effectiveness in meeting pupil need in a changing society. Such an analysis will reveal that most of the student's personal-social needs can be met in the offerings of general education.

On the other hand, the junior high school pupil begins to exhibit specialized interests. Since these specialized interests are many and reflect a varied social milieu, club activities in the curriculum are an aid in satisfying this need. Unlike the other parts of the school program, where an "academic discussion of life" seems to suffice, the club activity involves real living—life as it should be lived as far as the interest at hand is concerned.

Of the many club activities that might command pupil interest, our consideration here is that of photography. In these postwar days we are told more and more of the secret ways in which the war was fought with the aid of cameras and films. Without further elaboration, it is an accepted fact that pictures play an important role in our modern world. Any school group will have some photo enthusiasts, and the school is obligated to help them satisfy that interest.

Many courses of study in photography are available. Like many of the traditional subjects in the curriculum, these photography courses are organized on a logical basis to cover a certain body of information beginning with the simple and leading on to the complex. In a club program where time is limited and immediate interest is high, a logical organization of photo activities in the junior high school may seriously dampen interest and result in a frustrated program.

From our experience, it is suggested here that the organization be psychological, as given below, to maintain a *continous* interest and satisfaction of immediate needs. (We might add by way of philosophical confusion that if our activities are not organized *logically* then they must be ordered *illogically*. And how can educational procedures be illogical and still be good.....?)

The suggested list of activities has proved sufficient to take about one hour each week during the school year:

1. Hold club organization meeting. Limit membership to fit the facilities available. Elect officers (president, vice-president, secretary-treasurer, supplies manager, and program director) and discuss their duties. Suggest a photo notebook for keeping records of ideas, demonstrations, diagrams, pictures made, etc. A discussion of activities club members would like to carry through will reflect suggestions in this series.
2. Visit a good photographic supply store to see how to buy equipment, chemicals, photographic magazines and books, etc. Actually buy the initial equipment and supplies needed by the club.
3. Prepare the darkroom for the year's use—make light-tight, clean, sink in order, bottles washed, supplies stored, equipment in operating condition, and necessary painting.
4. Now, before interest begins to lag, mix the chemicals bought by the club at a

previous meeting. Notebook records should be kept of methods of mixing, formulas, kinds of chemicals, and storage. Make one photographic print without any detailed explanation (for motivation) and suggest each bring a few negatives to print at the next meeting.

5. Demonstrate contact printing. Keep notebook records. Give opportunity for each to print. (Logically cameras, films, composition, exposure, film development should come first but are much more difficult and don't have the immediate appeal to make for continuous interest early in the year).
6. Continue printing. Bring cameras next time.
7. Discuss the cameras brought by club members—kinds, use, sizes, films used, lenses, shutters, etc. Mention pin-hole camera and possibility of making one later in the year. Make a picture by exposing a piece of printing paper as the negative in a camera so the immediate results can be shown by developing the paper negative.
8. Demonstrate informal portraiture, outside if possible with natural light. Divide members into pairs to plan and diagram in notebooks a portrait of each other. Make the portrait with the camera used in the demonstration. These are to be used on Christmas cards later. Assign each to make a series of pictures during the week and have the *film only* developed by a commercial finisher.
9. Using negatives made at the previous meeting, demonstrate the making of Christmas cards—use ready-made masks. Members begin printing their own cards.
10. Continue to make Christmas cards. Those who are finished begin mounting cards for a bulletin-board display as a *Season's Greeting* to the school. Suggest coloring the tiny designs that appear with the greeting on the cards.
11. Complete Christmas card printing and coloring. Mount samples of cards in notebooks.
12. Photography magazine study—kinds, uses, where to buy, what to find in them, cost, etc. List in notebook. Pass out penny post cards and have club members write for literature suggested in one advertisement. Waiting for an answer will create much interest.
13. Demonstrate photo coloring and tinting. Practice on prints brought by the instructor. Photo coloring always commands a lasting interest and serves as an excellent fill-in when finished with other activities or waiting for turn in the darkroom.
14. Discussion and sharing of items received in reply to post cards. Organize a file of photo catalogues and information. May be time for magazine reading and discussion.
15. Demonstration of outdoor action photography. Divide club into groups to set up and make action "shots".
16. Demonstrate film development by developing the films exposed at the previous meeting. Don't forget notebooks.
17. Print negatives of action pictures. Tinting, reading, and notebook mounting pictures for those who have time.
18. Plan a sequence of school activities that might be photographed. Demonstrate use of lights, arranging groups, setting up natural situations, etc. Home assignment of indoor photography.
19. Photograph school activities for which appointments have been made.
20. Develop school activities film and those from home.
21. Print school activities negatives and those from home assignment.
22. More printing, coloring, reading new magazines, planning an exhibit.
23. Consider photography as a hobby or vocation—how to investigate, etc. Discuss the planning of home darkrooms, homemade photo equipment, earning money from making pictures.
24. Printing, reading, coloring, making equipment and pinhole cameras.
25. Elementary movie making—camera operation, lighting, etc. Plan scenes for movie of school activities.
27. Complete movies sequences and send film out for developing.
28. Short hike for outdoor photography—action, landscape, portrait, trick, story-telling, etc. Develope films in spare time.
29. Review, edit, and plan titles for the movie.
30. Printing hike pictures.
31. Elementary enlarging demonstration.
32. Enlarging practice, contact printing, coloring, photo mounting, notebooks.
33. Preparation of annual exhibit—cropping of pictures, composition, arrangement, etc.

(*Continued on page* 349)

A Homework Literary Project by Radio

SISTER FRANCES TERESA
Nazareth Academy
Norchester 13, *New York*

HI-NEWS is a Monday-through-Friday program for twenty-six schools of Rochester, New York, and vicinity, broadcasting at a quarter of six each evening the social, sport, and scholastic news of various schools. Each school in turn conducts the program, giving its own highlights for the month, and then recording the news sent in daily in briefs from three or four schools.

Nazareth Academy has had four appearances since October. McCurdy and Company Retail Store is the sponsor. When the program on McCurdy Homework was not accepted for fear of the criticism of commercializing education, Nazareth Academy seniors used the same idea and did a homework literary project. Here is a sample:

This is Margaret Boland, Nazareth Academy, Hi-News reporter. Kipling's six honest serving men who taught him all he knew came to mind when my English four teacher asked me to be on Hi-News tonight. So at once three of my classmates, Joan LeVeque, Betty Ann Rossney and Miriam Englert agreed to be "who," "when," "where," "why," "what," and "how" scouts. They are here with me now—Miriam, please tell the "what" of our program.

MIRIAM: Homework at McCurdy's was our assignment in English recently in preparation for mid terms. We had to go to any department and find some connection between goods sold there and English Four Years.

MARGARET: Was the assignment difficult, Joan?

JOAN: On the contrary it was fun.

MARGARET: How was it done, Betty Ann?

BETTY ANN: The girls went for either a real or imaginary purchase; if anyone could not visit the store that night her answer was based on an advertisement.

MARGARET: For example?—

BETTY ANN: Arlene Hart—(Room 210) went to the art department and thought of John Masefield's poem, *The Dauber*. Elizabeth Norman—(Room 206) saw a stock girl going on an errand and thought of *Message to Garcia*.

MARGARET: Did any girls go in groups to the same department?

BETTY ANN: My needs took me to the stationery store where I saw apple green, cherry red, and plum blue paper. My answer was Christopher Morley's *On Unanswering Letters* and my overdue note to Aunt Suzie. Then "good taste requires white" popped into my mind. Josephine Tasketta (209) saw a neat stack of red diaries. We have kept a diary of every English class this year, so Josephine purchased one for personal use. Someone else thought of a magazine in the library called *The Writer*.

MARGARET: Any news on toys, Miriam?

MIRIAM: Elaine Monteith (206) saw a little rubber mouse—Robert Burn's *To a Mouse*: Walter Delamare's "a harvest mouse goes scampering by", and the poem "Little things that run and quail." Mary Schwarz saw a little toy dog like the one in Eugene Field's poem. No dust, however, everything "spic and span" at McCurdy's.

MARGARET: Now, Joan, what did you see?

JOAN: *Silver*: at the jewelry, at the silver ware: and so the poem where "the moon walks the night in silver shoes" came to me.

MARGARET: Was it all poetry, Miriam?

MIRIAM: Patricia Lee at the book department saw *Soldier of Democracy* and through it would answer the demand of the essay *Bed-Books* and *Night Lights* by Tomlinson. Mary Kay O'Connor felt William Penn and John Milton would approve of McCurdy's doors because Christopher Morley in his essays asks if we could imagine either skipping through a revolving door. Mary Lou Fischer thought of Leacock's *My Financial Career* at the credit department; Ellen Doyle remembered the Varsity versus Alumni game in the Nazareth gym tomorrow evening at 7:30 P.M. and said William Lyon Phelps should change his "Great American Game" to basketball. She had seen a good baseball bat in the sports section.

And now Betty again:

Several thought of *My love is like a red red rose at* the Valentine section but Josephine Tascketta read

> Let's trade hearts
> And be each other's valentine

and recalled Elizabeth Barrett Browning's

> If I leave all for thee, will thou exchange
> And be all to me?

And speaking of Elizabeth Browning, someone saw her dog Flush in the toy department and someone else her poems in the book section.

MARGARET: One or two other answers occur to me. Terry Dieter saw a purple cow like the one Gelett Burgess hoped he'd never see; Dolores Norton saw the dishes of Charles Lamb's *Old China* and Christopher Morley's *Thursday Evening;* Beverley Poppick saw a red tie and remembered the red cravat of Emily Dickinson's "If I shouldn't be alive when the robins come." Yvonne LaBorie saw lipsticks and powder and

said, "Let me grow lovely, growing old." June Tracy saw book-ends featuring horses and had her answer—*"The Runaway"* by Robert Frost.

Someone lunched in the cafeteria and had roast pork—Charles Lamb's *Dissertation on Roast Pig.*

Thank you, McCurdy's, for all these hints in preparation for mid-term English tests.

Cake-Walk Earns Money for Student Activities

ROBERT L. KILZER
Coach and Teacher
Sunrise, Wyoming

FACED with the necessity of raising some money, the sophomore class of Sunrise High School hit upon the idea of making use of the cake-walk after a basketball game. Between the halves announcement was made, and a large percentage of the crowd remained.

Parents and other patrons of the school were solicited by the 14 members of the sophomore class. When only half of the small town of 250 people had been canvassed, 30 cakes were promised. These 30 cakes netted $45 at the first cake-walk, all of the income being profit. The response of those who were asked to provide a cake was surprisingly good in spite of the fact that sugar-rationing was a real handicap. The second cake-walk netted another $40, thus bringing the net income to $85 with little effort on the part of the sponsor or his class.

Immediately after the close of the basketball game one end of the gymnasium was roped off. On the walls and on the rope were pinned numbers from one to fifteen. The cake to be awarded for the first cake-walk was displayed prominently by a member of the class. Then 15 persons were admitted upon payment of ten cents each, and they began marching around the roped-off section of the gymnasium when the music started. When the music stopped, each of the marchers took his place beside the number nearest to him. The class sponsor or other designated person then drew from a hat one of the fifteen numbers which had been placed there. The person standing nearest the number thus drawn was awarded the cake. The 15 walkers had paid $1.50 for this cake. Everyone was then asked to clear the space for the second cake walk before the rope was again tightened. All fifteen numbers were again placed into the hat, and another contingent of fifteen people paid the price of admission to the cake-walk area. This procedure was repeated until all 30 of the cakes had been sold.

It should be pointed out that the provision of free coffee in the home-economics room or in the unused section of the gymnasium adds to the pleasure of this event. Many of the people decided to share their cake with friends immediately.

People of all ages, from the youngest in the public schools to old people, participate enthusiastically. A check showed that at least half of those who marched were from the grade school. It was not found necessary to change the plan before all available cakes were disposed of, but where the number of cakes is even larger it might be wise to shift for part of the event to what is called a cake-dance. Here the music is dance music, and admission is by couples. The numbers, instead of being fastened to the wall or the rope, are written within circles drawn on the floor at properly-spaced intervals. When the music stops, the couple steps inside the nearest circle and awaits the drawing of the number from a hat. The cake-dance area is then cleared by means of lowering the rope and asking the couples to leave that area so that another fifteen couples may enter.

Objection might be raised to this activity on the basis of lack of any extensive training or experience for the pupils. This is admittedly easy way to replenish the class treasury, is not without opportunity for valuable experiences on the part of the pupils. Some are assigned the job of soliciting cakes, some are asked to gather the cakes, some will provide the rope and the numbers, some will help sell numbers and check the money, and some will act as floor managers. Funds should be carefully checked and accounted for. It is not the intention of the present writer to advocate that class plays, carnivals, amateur hours, benefit games, etc., should be displaced by the cake-walk or cake-dance. On the other hand, this is suggested merely as one means of raising money rapidly and easily.

We Like Our Junior High Forum

RUTH CARLSON, Sponsor
Ramsey Junior High School Forum
Minneapolis, Minnesota

THE Forum of Ramsey Junior High School is an organization composed of one member from each homeroom. The aim and purpose of the Forum is to carry on activities within its jurisdiction to make Ramsey a still better school. The following are outlines of a few programs presented to the school by the Forum.

Presentation of a New Forum to the School

I Trumpets
Star Spangled Banner.....School
Flag Salute—led by Forum president ..... School
II "The American Creed"..... Forum Member
III "I Hear America Calling"..Glee Club
IV Uncle Sam visits Ramsey and finds that students are trying to improve certain conditions.
A. Converses with Forum member regarding conditions in the halls.
B. Converses with Forum member regarding conditions in the lunchroom.
C. Converses with Forum group regarding conduct in the auditorium.
D. Converses with Forum group regarding work in the classroom.
V "I Hear America Calling"..Glee Club
VI Presentation of Forum Pins..... Principal
Acceptance.....Forum President
VII "America, the Beautiful"..Glee Club
"Anchors Aweigh"
"Swanee River"
"Stars and Stripes Forever"
VIII Trumpets
IX Flag Formation.....Group of Girls
"God Bless America".....School

The Forum sponsored a "Courtesy Week" and climaxed the campaign by presenting the following program to the school.

I Overture ..... Orchestra
II Song, "America, the Beautiful..... School
Flag Salute ..... School
III Original Slides—"Courtesy Dont's" Forum group
(Original verse accompanying each slide)
A. Keep Hats On
B. Chew Gum
C. Walk Four Abreast
D. Comb Hair in the Wrong Place
E. Loiter or Loaf
F. Interrupt
G. Dump Refuse Around
H. Run in the Halls
I. Slouch or Yawn
IV Original Skits on "Courtsey Do's" ..... Forum Group
A. In the Home
B. In the Hall
C. In the Classroom
D. In the Office
E. In the Lunchroom
F. In the Movies
G. In Introducing a Friend
H. In the Lobrary
I. At Home Again
V Playlet "Building".....Forum group
Characters:
Man and Boy
Industry
Ambition
Self-control
Honesty
Obedience
Thrift
Cheerfulness
Courtesy
Cooperation
VI Acrostic "You Are Building Now" ..... Forum group
VII Song "Star Spangled Banner"..... ..... School

When Ramsey Junior High School earned the "Schools at War Flag" the Forum presented the flag to the school in the following program.

I Song "America Calling".....Chorus
II Narrator
III Music "Yankee Doodle Dandy"..... ..... Brass
IV Skit "Minutemen of 1776"..... ..... Forum group
V Narrator
VI Scene "Betsy Ross"
VII Narrator

(*Continued on page* 346)

Assembly Programs for September

C. C. Harvey
Nyssa Public Schools
Nyssa, Oregon

First place in this article goes to two quotations which seem pertinent to the subject under consideration:

"Make the best classroom curriculum you can, and your school will lack timeliness, unity, and oxygenating variety. Nothing can equal a good assembly for supplying deficiencies."[1]

"The first principle in a successful assembly program must be that it contains some element of the unexpected. Just as soon as the school learns to expect a routine sort of meeting, just so soon does the effectiveness of the assembly as a vital force in the school begin to drop. Thus variety becomes important."[2]

It seems a long time ago that these quotations were written, but they are just as true today. They contain good ideas to keep in mind when planning the assemblies for the 1946-1947 school year.

Here are a few other random ideas or suggestions for consideration of the assembly committee in making their plans for next year:

Schedule programs as far in advance as practical and make maximum use of the school-community in the preparation and presentation of programs. There are few schools in the country which could not have outstanding assembly programs if full use were made of the resources which they possess. There are few student bodies in which there is not enough talent, resourcefulness, and initiative for the presentation of outstanding assemblies—if properly organized and directed.

Incorporate the assembly period into the time schedule of the school, and experiment until a practical plan of administration results.

Make a survey to find out what talent and resources are available for use in programs. An inventory can be made by each homeroom, or a questionnaire study can be made of the school at large.

Utilize the ideas of students. Give students an opportunity to make suggestions in regard to programs. Find out their ideas, and then make it possible for students to put some of their own ideas into practice.

Encourage certain groups and organizations within the school to present one program each year. In some schools it is customary for each homeroom or class to present an annual program. The student council, the National Honor Society, Hi-Y, Future Farmers, and other organizations often present an annual program. Such groups usually take pride in having an outstanding performance. The student body often looks forward to assemblies presented by special groups, and the programs become somewhat traditional.

Experiment with new types of programs. Variety—in the kinds of programs offered and in the methods of presentation—is essential. Audio-visual devices offer many new leads in planning programs. Television may come into use as a device in the not too distant future.

Exchange programs with other schools. This will help to motivate programs and bring in many new ideas.

On every program, arrange certain numbers in which the entire audience can participate. Group singing should have an important place in assembly programs. Make frequent use of various forms of public discussion techniques—open forum, lecture forum, symposium forum panel, round-table, and debate. Instructions, sermons, lectures, or speeches are not discussions unless the audience is permitted to ask questions or express ideas.

Demonstration programs or demonstration numbers on programs offer great possibilities. Many of these can grow directly out of classroom situations. An interesting program or series of programs can be built around the demonstration of parliamentary law. Demonstration of hobbies of students can be made an interesting assembly based on the interests of students.

Rally, pep, or booster programs are valuable as builders of moral and for their socializing influence and should have a place on the school calendar. But this type of program should not be overemphasized. There should be a sensible balance between the so-called "rally," "pep," or "booster" assemblies and those primarily educational and recreational in purpose.

Plan assemblies so that there is opportunity for maximum student participation and direction and as little faculty domination as possible. Student government should function in the assembly. Many schools feature occasional programs which have been written, planned, and presented by an outside group may be appropriate, but entirely by students. An occasional outside speaker and program presented by an outside group may be appropriate, but most programs should be of the student participation type.

Select a general theme for the year to be emphasized on assembly programs. "Facing To-

[1]McAndrews, W. "Pulling the School Assembly Out of the Limbo." **School and Society**, 32: 172-73. (August, 1930).

[2]Jordan, R. H., **Extra-Classroom Activities in Elementary and Secondary Schools.** New York: Thomas Y. Crowell Company, 1928. P. 63.

morrow" might be a meaningful theme for use during the next school term.

POSSIBLE PROGRAMS FOR SEPTEMBER

Descriptions of four programs which have been presented in September are given below. These are recommended by the schools which found them successful. Other ideas for assemblies suitable for the month of September may be found in this series of articles in the September 1943, and the May 1944 and 1945, issues of *School Activities*. All of the programs described are of the type which will require adequate preparation in advance of presentation in order to make them successful.

First Week—Welcome and Inaugural Assembly

It is the practice in many schools to make the first assembly of the year one of welcome. When student officers are elected in the spring, the program may also serve as an "Inaugural" assembly. The usual plan is for a prominent student leader to serve as chairman. Greetings should be extended to the school as a whole, to the faculty, and especially to all newcomers. The remarks of all those who appear on the program should be designed to make everyone feel at home and a part of the school.

Following is an account of an assembly of this type which was contributed by Mr. Duane Dudley, Assembly Chairman at the Pocatello, Idaho, High School:

At the beginning of every term, the Pocatello Senior High School holds a special assembly to welcome new and old students and to serve as the inaugural program for student body officers. As the officers are elected in the spring of the preceding year, they can all be introduced and sworn into office at this time.

To begin with, we introduce our student body president and vice-president. Then the dean of boys gives them the oath of office and swears them in separately, after which each delivers a short inaugural address. Next comes the introduction of the president's cabinet and class officers by the student body president. After all introductions are over, there are a few other short speeches to start off the year. These are usually made by the superintendent and principal, deans of boys and girls, and representatives of various activity groups.

There is usually a period of open discussion dealing with affairs connected with the launching of student activities of the year. The assembly lasts an hour, and the remainder of the time is usually taken up with music by the band, group singing, and the like. As the program is held at the beginning of the term, preliminary plans are made before the close of school the preceding year. Student body officers know that they will be expected to have a prominent part on the program and to present brief talks.

Second Week—Student Activities Budget

It is usually sound practice to devote the major part of the first assemblies to student affairs. An assembly for the second week to deal with the Activities Budget of the school would be appropriate. It would be a splendid opportunity for students to become better acquainted with the various activities, and it can be planned as a sequel to the welcome and inaugural program suggested for the first week.

An excellent description of an assembly held for the discussion of the Student Association Budget at the Pierre S. duPont High School, Wilmington, Delaware, is given below. It was written by Miss Cora A. Pickett, dean of girls on the faculty of that school.

The whole student council (one member from each homeroom) and the officers and leaders of all classes, homerooms, clubs, athletic organizations, etc., met to discuss the Student Activities budget. All moneys from organization dues, games, plays, etc., are placed in one fund and allocated by the Budget Committee consisting of four officers of the student council and faculty members.

The budget amounting to more than $6,000.00 a year was presented to the group by the treasurer, with the reasons for proposed expenditures. Questions were asked from the floor and answered by either students or faculty.

This assembly gave training in long-term planning as students realized that government bonds totaling $2,500.00 (present value) had been purchased to insure new uniforms for the band orchestra, ushers, etc., or to provide new stage settings or to erect auditorium bleachers in the years to come. It eliminated all uncertainty as to, "Where does the money go?" There was a fine spirit of cooperation and understanding of pupils' common problems. Teachers were there only to give information if needed. Students took entire charge of the situation.

The assembly was valuable because it was not only a means of performing a necessary service to the school, but because it taught the value of money and responsibility for administering public funds. It offered opportunity for cooperative group planning, participation, and leadership.

Third Week—Assembly Program on Safety

One of the things which schools should begin to emphasize early in the year is safety. There are many aspects of the problem of safety around which good programs can be developed. A program of this kind can be planned so that it will not require too much time for preparation. This is an important factor to consider at the beginning of the school year, when everyone connected with the school may be occupied with many activities and duties. The program should make use of authorities on safety in the community, visual aids, and demonstrations to bring home to students the importance and the problems of safety.

It will be necessary for each school to plan this program in the light of its own problems

and resources. Valuable suggestions and program materials may be secured from agencies such as the National Safety Council, Chicago, Illinois; the National Education Association, Washington, D. C., and from state highway, education, and health departments. The writer is indebted to Mr. G. O. Odgen, Assistant Principal of the Hibbing, Minnesota, High School, for an account of an assembly program on safety presented at his high school:

This program on safety was presented in connection with the student patrol system and lasted for approximately an hour. The director of District Safety Patrols presided and introduced a member of the Federal Bureau of Investigation.

The FBI speaker told how the organization he represented contributes to safety and cited numerous examples from experience. He emphasized the part citizens must play in making the FBI function effectively.

Then a Highway Patrolman presented the problems of highway safety and pointed out what students could do to avoid accidents. This was followed by a traffic Policeman relating some significant experiences.

The next number on the program was a safety film in technicolor. It dealt mainly with the handling of firearms in hunting—how to load and unload them, how to carry them in the field and handle them in cars, etc. The picture was both educational and entertaining, The program concluded with a question and discussion period in which many students participated.

Fourth Week—Freshman Induction Program

A freshman induction assembly, if carried out in the right spirit, can be made to serve an important purpose as an orientation activity. It can help unify the school, be interesting, and worthwhile from the point of view of education. Mr. Jos. S. Kluchin, Sr., Principal of the S. J. Peters High School, New Orleans, La., submitted information in regard to the freshman induction assembly presented in that school each year. The plan seems to be somewhat unique, as well as effective, and might be found practical for other schools. A description of the freshman orientation program, of which the induction assembly is the climax, follows:

The induction assembly is held on what is called "Freshman Day" the latter part of the last week in September of each year. At the opening of school a well-organized orientation program for freshmen is started. Two conferences each week deal with vital problems of freshmen.

Last September the eight conferences were built around the following: (1) "The school you came from—what it did for you. (2) The school you have come to—what it proposes to do for you." (Your Principal. Your teachers. Your friends. The curriculum. Requirements for graduation. Extra-curricular activities. Athletics). (3) "The S. J. Peters High School." (Its founder. Its tradition. Its faculty, past and present. The library. Its student government). (4) "Your personality." (Your appearance. Your dress. Your care of person. Your physical self. Your behavior in buses, on street cars, in the street, in an automobile). (5) "Your personality"—continued. (Your manners at home, in the classroom, at social functions, at table). (6) "Your personality"—continued. (Your habits of study, of discipline, or industry, of recreation, etc). (7) "Four years of school life." (Graduation. Life after graduation). (8) "Freshman Day and Freshman Induction." (Freshman day traditions. Election of freshman. Class officers).

PROGRAM

Foreword: True to their motto—"We learn by doing," the Freshmen class of 1935 are presenting their own Induction Program. Every student participating, including the band, is a Freshman "B".

Overture: "Arkansas Traveler"..Freshman Band
Mr. Ralph Lacassagne, Director

Welcome ..... Philip L. Rome

A Hill-Billy Court Episode—
"Mountain Justice" ..... Nine Freshmen

Speakers.....Under direction of Mr. Adrian R. Martin

"Lightly Row" ..... Freshman Band

Formal Induction ..... Mr. Sam Roccaforte, Member of School Board

Address to Freshmen .... Mr. Jos. S. Kuchin, Sr., Principal

March of the Marines ..... Freshman Band

Perhaps a brief summary of assembly programs presented by one school for an entire school year would be of interest and possible value to readers of *School Activities*. Miss Wanda B. Mitchell, Chairman of the Assembly Committee at the Mamaroneck (New York) Senior High School, wrote a summary of the programs given in her school during the 1944-'45 term. It is not offered as a perfect model of what an assembly schedule should be, but as somewhat of a typical example of a schedule of programs similar to those which have been developed in many schools.

September 21—Salom Rizk. This author talked about his autobiography and gave an inspiring message on American citizenship.

September 28—Football Rally. This was a program of cheering and singing with pantomime demonstrating correct conduct for students at the games.

October 5—Dr. Ballow. This scholar, who had studied and worked in China for several years, was introduced by a Japanese girl enrolled in the school. His talk on China was followed by a question period in which students in the audience participated quite actively.

October 11—Columbus Day. This program of music and speeches was presented by some of the citizens of our community of Italian extraction. The mayor, who is of Italian descent, spoke. One of our senior boys, an Italian, played piano solos.

October 19—The Comics. Mr. Cargill, father of one of the students, gave an illustrated talk on advertising in the comics with startling statistics on the appeal of different comic serials.

October 26—Mary Neck's Diary. This mock broadcast was presented by students and faculty. The script was written by one of the English classes to advertise a commercial product known as S-T-U-D-Y.

November 2—Rally. Football team, cross-country squad, coaches, were introduced with songs and cheers. Pep talks were made.

November 16—Honor Society. The National Honor Society "tapped" its new members, giving the qualifications of each new member. The superintendent of schools made an address, and the principal presented new members with their pins.

November 30—Student Variety Show. Try-outs for this program were open to the entire student body. Singing, dancing, impersonations, and instrumental numbers were presented.

December 7—Service Flag. The Pearl Harbor Day program was in honor of the gold-star boys represented on the school service flag. After talks by the father of one of the honored dead, by an alumnus home on leave from the Army, and by a Navy veteran of the Normandy beach landings, representatives of the student body cut the green sprays hiding the flag, and thus revealed the new members and gold stars on the service flag. After "taps," the student body left the auditorium in silence.

December 14—Christmas Music. The story of Christmas was sung by the choral group while the incidents were pantomimed on the stage.

January 18—Mr. Scott. A professional musician was presented for this program which followed the vacation.

January 25—Mixed Glee Clubs. Over 200 students presented group and individual choral numbers.

February 1—Commencement. This was a special assembly for the boys whose course had been accelerated to make it possible for them to be graduated before they entered the Army.

February 8—Coast Guard. The Coast Guard band played several selections and did several impersonations. The master of ceremonies talked about the requirements and advantages of enlisting in the Coast Guard.

February 15—Lincoln Day. One of the English classes gave a one-act play on the life of Lincoln and recounted important events in his life.

March 1—Student Talent. Students chosen after general try-outs gave musical numbers. The seniors gave a skit advertising their class play.

March 8—Band. The high school band played several selections, including solo numbers by some of the members.

March 15—American Legion. The American Legion Oratorical contest included original student orations on patriotic subjects.

April 12—Professional music. A singer from New York City gave this program immediately following the spring vacation.

April 19—Recognition Day. Awards were presented to the basketball, cheering, and swimming squads. The National Honor Society initiated its new members.

April 26—Speech Class. The speech class gave a skit demonstrating the mistakes common to public speakers.

May 3—Junior Play. The juniors gave a skit advertising their class play.

May 10—New Rochelle Choir. The choir from this neighboring high school presented the program.

May 17—Parent-Teacher Association Speech Contest. Memorized selections were presented.

May 24—Student council. The candidates for various student offices gave their campaign speeches.

May 31—Play. One of the English classes presented a one-act play, "The First Dress Suit."

Ready soon—

So You Were Elected!

By Virginia Bailard
Counselor, Long Beach City college
Long Beach, California
Formerly Dean of Girls and Director of Guidance, Taft Union High School
Taft, California

and Harry C. McKown
Editor, School Activities
Formerly Professor of Education
University of Pittsburgh

In the student's own language and with an appealing informal approach, this book brings to students real understanding of the qualities needed for successful student leadership, the duties of the leader, and the social activities carried on in the modern secondary school. Includes numerous suggestions for themes, and ideas for games, stunts, decorations, refreshments, etc. Based on recent advances and recently accepted principles of education.

McGRAW-HILL BOOK CO., Inc.
330 West 42nd St. New York 18, N. Y.

We Like Our Junior High Forum

(*Continued from page* 341)

VIII Song "Columbia, the Gem of the Ocean" ..... Glee Club
IX Narrator
X Song "Star Spangled Banner" ..... School
XI Narrator
XII Song "Carry Me Back to Old Virginny" ..... Glee Club
XIII Song "Sea Song" ..... Boys' Chorus
XIV Narrator
XV Songs "Anchors Aweigh"
"Marine's Hymn"
"Army Air Corps Song" .... School
XVI Bugle Call
XVII Presentation of Schools at War Flag ..... by Minutemen of 1944
XVIII Song "I Hear America Calling" ..... Chorus
XIX Song "America the Beautiful" ..... School
XX Remarks ..... Principal

During the winter months, the Forum sponsored a "Hats Off in the Hall" campaign for the boys. The campaign was climaxed by the following program presented to the school.

I Talk "A Little Hat History" ..... Forum Member

II Parade of Hats

Silk	Fishing	Baseball
Derby	Marine's	School Cap
Straw	Soldier's	Dunce
Ten Gallon	Sailor's	Principal's Hat

III Group of Songs—and Steps
Parodies on
"Reuben, Reuben, I've Been Thinking"
"Pistol Packin' Mama"
"Mairzy Doats"
"U. S. Marine's Song"
IV A Letter to Joe Ramsey ..... Forum member
V Reading of Group of Compositions, written by English classes
VI Reading of Original Poems, written English classes.
VII Group of Skits, written by English classes.
VIII A Letter to Susie Public from Joe Ramsey, Forum Member (regarding Hats Off)
X Singing of Songs ..... School
XI Finale

Now a Workbook in Extracurricular Activities!

This booklet gives the student a permanent, authentic record of his achievements beyond the requirements of the curriculum. He can show it as proof of his qualities of leadership, industry, cooperation, and dependability. Each page is given to a brief description of an office held or to a duty performed, together with space for testimony of the faculty sponsor as to traits and qualities displayed by the student.

Send 3c in stamps for a sample and prices.

School Activities Publishing Co.

1515 Lane Street — Topeka, Kansas

News Notes and Comments

Postwar Growth of Use of Audio-Visual Aids

The increasing interest on the part of state departments of education, state universities and state educational associations in a better understanding of the availability and proper use of audio-visual teaching aids, is evidenced in figures released recently by DeVry Corporation, Chicago. These figures reveal that during the current school years, DeVry Educational Department staff members have appeared before a total of 11,000 educators, in 113 cities in 18 states.

The Debate Question

The three subjects that are being considered for high school debate, question next year are: Public Medical Care, Federal World Government, and Federal Regulation of Labor.

Designs an Extracurricular Workbook

W. W. Norris, prominent in Oklahoma as a student council adviser, has planned a booklet for the convenience of schools in giving the student a record of his extracurricular achievements. This workbook is advertised elsewhere in this number of *School Activities*.

The National Education Association and the National Association of Secondary School Principals are urging school people to wire or write their congressmen their convictions on the question of the draft of teen-age youth in peacetime.

The 1946 Guide to Guidance

Volume VIII of "Guide to Guidance", edited by Eunice Hilton, is now available to Educators, Counselors, and Personnel Workers. It is published by the Syracuse University Press.

The first, and possibly still the only, high school in the nation to own its own airport is the Shelby County School of Aeronautics, Whitehaven High School, Memphis, Tenn. The landing field and parking space closely adjoins the school buildings.

Organization of a flying club for students has been completed at the Kansas State College at Manhattan, Kan. The club, open only to accredited students, is a separate extracurricular activity of the college.

"Now You're Talking—but How Do You Talk?"

This new book—by Harrison M. Karr, University of California—tells students how to make their speech effective, interesting, and charming. For further information, write Griffin-Patterson Company, Glendale 4, Calif.

School Broadcasting Systems Becoming Available

Sewanhaka High School—Floral Park, Long Island, New York—is reported to be the first high school to install a broadcasting system since 1941. With its 250-watt transmitter this school will broadcast during school hours.

ENCAMPMENT FOR CITIZENSHIP is a project planned by the Fieldston School on the outskirts of the City of New York July 1st to August 10th. For complete information on this unique and promising undertaking, write to Henry B. Herman, Executive Director 2, West 64th St., New York 23, N. Y.

Is Your Subscription Expiring?

May is the month when most *School Activities* subscriptions expire, although many are paid a year or more in advance. Plans are made for a 1946-1947 volume in keeping with growing peacetime opportunities for laboratory experiences in Citizenship Building. Better estimate the number of subscriptions your school will need next school year and be sure that your subscriptions are entered in good time.

Cooper High Record, Cooperstown, North Dakota, has just celebrated its twenty-fifth birthday by issuing a big "Anniversary Edition".

Award Winners in the Annual Competition of Lithographed School Publications

Winners of the Seventh Annual Competition sponsored by the Lithographers National Association were announced March 23rd at the Columbia Scholastic Press Association's 22nd Annual Convention, Columbia University, New York.

GROUP I—Elementary School Newspapers

First Honor—FORESTVILLE STAR, Forestville School, 622 E. 45th St., Chicago, Ill.

Second Honor—BUDLONG BREEZE, Budlong School, 2701 Foster Ave., Chicago 25, Ill.

GROUP II—Junior High School Newspapers

First Honor—JOLLY ROGER, Rogers Junior High School, 83 Lockwood Ave., Stamford, Conn.

Second Honor—ANNEX SPEAKS, Clifton High School Annex, Clifton Ave., Clifton, N. J.

GROUP III—Senior High School Newspapers

First Honor—THE SIREN, Stamford High School, Stamford, Conn.

GROUP IV—Elementary School Magazines

First Honor—THE SCHNEIDER STAR, George Schneider School, 2957 N. Hoyne Ave., Chicago, Illinois

Boxing Gains in Wisconsin

A total of sixty-two Wisconsin high schools have been approved for interscholastic competition in boxing.

When vacation time comes, you will have leisure to write that article that you have been planning to write for *School Activities*. Why not do it?

Teaching Money Management Through Summer Savings

The Education Section of the U. S. Savings Bonds Division, Washington, D. C., is providing schools with lessons in personal thrift and money management. Schools are encouraged to launch a program for continued summer saving through homeroom discussion, assembly programs, posters, special edition of the school paper, and faculty counseling.

From Our Readers

Editor, *School Activities*:

During the past several years that we have taken your magazine, we have found it of inestimable value in our various activities.

Sincerely yours,
PHILLIP GONZALES
Sponsor yearbook and school paper
Los Lunas Consolidated Schools
Los Lunas, New Mexico

Dear Editor:

Each month we find it a source of invaluable help and inspiration to be able to have available the contributions in *School Activities*.

Yours truly,
MARCUS E. ERICKSON
Augustus Lewis Troup Junior High School
New Haven, Conn.

Thanks, friends from New Mexico and Connecticut. We'll do our best to preserve your cordial attitudes.

Editor, *School Activities*:

Please send me a sample copy of your fine magazine. I have heard many good things about it. Thanks.

Yours very truly,
E. P. HUESCHEN, Principal
St. Paul's Lutheran School
Bonduel, Wisconsin

Thank you, Mr. Hueschen. Copy has been sent. We are always glad to have inquiries from non-public schools. We have many parochial, church, and private schools in our subscription files. And we try to reflect their interests and settings.

Editor, *School Activities*:

My Home Economics Boys were thrilled to see their picture on the Cover of your April number. And so was I. Champaign Junior High School takes two copies, but we'll need some more of this number.

Your magazine is so helpful to me as a home room teacher and as sponsor of the local chapter of the National Junior Honor Society.

Most sincerely yours,
MARION W. KENNY
Champaign Junior High School
Champaign, Illinois

Frankly, we, too, were thrilled to be able to present a picture showing home ec. boys in action. If we had our way, ALL boys (as well as ALL girls) would take such a course. The boys' course might, naturally, be different from the girls', but it would reflect similar interests and activities.

THE SCHOOL PRESS GROWS UP

(*Continued from page* 330)

associations, educational journals, special pamphlets, critical services, and the like, to help student journalists. All have their possibilities. Notable, too, is the National Institute for High School Students.

School administrators generally recognize the value of the school press. There are still those who believe in censorship—un-American though it is. And there also are those who expect a lot of the editors but make it hard for the managers to obtain adequate financial support.

Yet, despite the obstacles they have faced, student journalists have grown up. Given half a chance, they make the school newspaper a vital medium of news, opinion, and entertainment. Hampered by insufficient funds, they produce papers which often are more effective than some professional newspapers.

Now that the post-war era is upon us, we should see to it that the school press has new opportunities. Educational opportunities on the school newspaper should be extended to more students. Guidance should be in the hands of teachers with adequate training. Funds should be sufficient to make the newspaper effective.

The school press deserves a priority so far as student and faculty support is concerned. It already has rendered a service unduplicated by any other high school activity. Teen-agers in journalism know that they can maintain the vitality of school newspapers as they face new challenges ahead.

Suggested Activities For A Photography Club

(*Continued from page* 338)

34. Add titles to the movie and review. (This can be used in the assembly, at parents groups, etc.)
35. Get darkroom ready for the summer, post the annual exhibit.
36. Club party.

It is obvious that this list of thirty-six photography club meetings is only suggestive and leaves much to allow for adjustment to the local need. Many of the details concerning procedure and technical details not been mentioned, for they are familiar to the club sponsor.

An analysis of the sequence of activities listed will reveal the psychology of maintaining a continous interest necessary in working with adolescents. At this age a systematic study of the technical aspects of photography is not the need. Rather, it is ample exploration of the field of photography in satisfying an immediate curiosity. This may be the beginning of a life-long hobby necessary to emotional stabilization in an increasingly more complex and fast moving society. It may even be the germ of a vocation.

In the words of the Educational Policies Commission in its *Purposes of Education in American Democracy* "after all it is only through individual growth that social progress can take place." The club program fills a definite need in contributing to pupil mental, physical, social, and spiritual growth.

"All Ship's Night"

(*Continued from page* 336)

11. Where is the Island of Reil? Brain
12. Why do Arabs prefer white horses? White horses do better in hot climates
13. Who was Shakespeare's favorite actress? He never saw an actress. Women were played by boys.
14. Before the recent war, what 4 living ex-sovereigns were men without countries? Windsor, Hohenzollern, Selassie, Alphonse
15. Why did Byrd take a refrigerator on his Antarctic expedition? To keep food from freezing.

SENTIMENTAL SKIT STORY AND SONGS:

One evening . . . and . . . were sitting by their fireplace in the evening and they heard singing. They went to the window and there were . . . serenading them with "Let it Snow."

Chorus of "Let it Snow"

Mr. said "That's the spirit for you! That is what we are trying to do today, have that good spirit in all the world. That is what I want to help to do." And the Mrs. said, "Me, too!"

And he said, "You? What can you do?"

Chorus sing "Always"

She added: "There, does that answer you?" He said, "I often wonder what you get out of life? being only a wife, a part of my life, but not really part of my work?"

She said, "I chose this life. It is what I wanted most. Remember?"

Chorus sing "That's For Me"

He said "Maybe you are right. I remember a song, too, that maybe tells you how I feel."

Chorus sing "Till the End of Time".

The list of dignitaries used by one group included:

President and Mrs. Harry Truman
King of Siam and Elsie Maxwell
Hon. Wm Lyon MacKenzie King and Queen Wilhelmina
Admiral King and the Queen of England
Prime Minister and Lady Clement Atlee
Generalissimo and Madame Chiang Kai-shek
Bing Crosby and Gracie Fields
Mr. and Mrs. Vachelav Molotov
Mr. and Mrs. Ellery Queen
Honorable Winston Churchill and Lady
Honorable James F. Byrnes and wife
Hon. Ed. Stettinius and Duchess of Windsor
General and Mrs. Dwight Eisenhower
Baron Carl Gustav Emil Mannerheim and Lady
Premier Ibrahim Hakimi and Dorothy Dix
Generalissimo Dr. Rafael Leodidas Trujillo Moling and Lady
President Jose Maria Velaseo Ibara and Lady
Bob Hope and his "Missus"
Irene Dunne and Clark Gable
Carmen Mirando and . . . Nehru
Ambassador Hussein Ala and Lady
General and Mrs. Douglas MacArthur

Ellery Queen was seated with the Thieves
Bing and Bob were seated with the gypsy beggars.
Archie of Duffy's Tavern and Andy of Amos and Andy were seated with the Poormen.

Many variations of names and arrangements are possible with this plan for a dinner party.

How We Do It

C. C. HARVEY, *Department Editor*

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HOLD A CONTEST IN PARLIAMENTARY PROCEDURE AT END OF SCHOOL YEAR

Many classes in parliamentary law find it enjoyable to close the work of the year with a "Parliamentary Contest." The class is divided into two sections, and for the purpose of clearness names are given to both sides; such as, Republicans and Democrats, or Majority and Minority. One of the sides is given a number of members equal to two-thirds of the class, the remaining third composing the other side. The majority introduce a motion that the minority opposes. The aim of the majority is to bring the motion they have introduced to a vote within thirty minutes, while the aim of the minority is to keep this motion from coming to a vote. The minority must accomplish their task by employing parliamentary tactics, since debate is limited to half a minute for each speaker. Although it is not the aim of parliamentary law to block action by the minority, as is attempted in this contest, the practice in rapid thinking that such a contest affords makes it an effective test of the pupil's knowledge.

Another form of contest that is interesting is held by dividing the class into three groups; for example, Republicans, Democrats, and Independents. About one-third of the class is included in the Independent group, while the remaining pupils are divided into two groups—two-thirds in one, one-third in the other. The Democrats then introduce a motion that the Republicans attempt to block, while the Independents add to the general excitement by speaking first on one side and then on the other, and by introducing motions and ideas of their own. If desired, interest in the contest may be heightened by providing songs, slogans, and humorous political banners for the different parties. The best results are achieved where the contest is given before an audience, since spectators give enthusiam. In order that all may hear and see what is being done, the class may be seated upon a platform, with lines of demarcation between the groups; while the chairman may stand in the audience toward the rear of the room. This arrangement enables the audience to see and hear the contestants.

Students who are interested in civics will find both profit and enjoyment in holding a party convention, a meeting of Congress, or a session of the State Legislature, modeled after the actual meetings of these bodies—From *Textbook* on Parliamentary Law, by ALTA B. HALL and ALICE F. STURGIS, New York: The Macmillan Company

SCHOOL BANK HANDLES PUPIL SAVINGS AND ACTIVITY FUND

The unique banking system of Cheltenham High School, Elkins Park, Pa., began in 1926 as a result of a need for a more efficient method of handling the large money intake caused by an increase in student enrollment, and the subsequent growth in school activities.

Deposits made either by the sponsor or by a student officer of the numerous organizations using the Cheltenham High School Bank are handled in exactly the same manner as by the Elkins Park National Bank, where school funds are deposited.

Checks are written by the banking group for its several depositors upon receipt of a warrant, requesting a withdrawal, signed by both the activity treasurer and the sponsor.

Faculty manager of the bank and teacher of advanced bookkeeping and accounting, Mr. Ray B. Pinkey, is responsible to the principal, to the superintendent of schools, and to the board of education for the Bank's successful operation. He is bonded by them for his own protection. Student personnel consists of the seniors taking advanced bookeeping and accounting.

Pupils' duties include preparation and proof of daily receipts and monthly trial balances, sending monthly statements to all depositors, filing all records pertaining to bank operations, and acting as tellers on banking days.

During the school year of 1944-45 through February 28, 1945, the Cheltenham High School Bank had handled fifty-one accounts. These accounts belong not only to the nine classes of the senior and two junior high schools, but also to such township school organizations as the P. T. A. and the school Cafeteria funds.

The amount of money on hand at the end of the calendar year of 1944, $12,145,91, less a savings balance of $5,000.00, left a net checking balance of $7,145.91, a small portion of the $49.-500.00 handled during the school year of 1943-44.

Interest accruing from money in the Bank is used to purchase supplies for Bank maintenance. —GLORIA BALSER, Cheltenham Township High School, Elkins Park, Pa.

WRITING OF CODE IS GOOD PROJECT FOR LIBRARY CLUB

A worthwhile project for the Library Club in any secondary school is that of writing a code setting forth the regulations in the use of the library. This idea was carried out in Garfield High School, Seattle, Washington. Following is the text of the Code which has been adopted by the student body and printed in our Student Handbook:

We, the students of Garfield Junior High School, believe that certain regulations in the use of the library are necessary in order that we may get the greatest good from an institution important in securing an education.

We believe that we should use the library for reference work and free reading and that failure to co-operate will mean the deprivation of our library privilege for a certain period of time.

The library is a place for investigation and cultural reading, and we think that talking and other misconduct should not be tolerated.

We feel that it is our duty to obey the library rules pertaining to circulation of books and magazines and prompt payment of fines. We understand that books must be checked at the desk when taken out and returned, that no book is to be marked or torn in any way and that there is a fine of an amount specified by the librarian which must be paid on all overdue books and material drawn for overnight or for a week.

We are definitely opposed to the removal of library books by any means other than the usual and recognized method.

We consider it the responsibility of the students as well as of the faculty to return all library books found in or about school, to the library or the Girls' and Boys' club office.

In order to preserve our library property, infinite care should be taken not to mar it in any way.

Finally, we believe that the appearance of the library should at all times reflect the high standard which should be maintained by each and every Garfield student. We agree to exert every effort toward carrying out this code:—

1. To use the library for reference work and regular reading only.
2. To take out a book only under the specified conditions.
3. To return all library books found in or about school and to preserve library property to the best of our ability.

We feel that this code should pertain to the Seattle Public Libraries as well as to theGarfield Library, and we believe that it is the duty of every pupil using the public libraries to co-operate with the librarians and their assistants in keeping the libraries clean, orderly, and quiet, in order that they may serve the purpose for which they were intended, namely: To provide a place for reference and cultural reading, free from interruption and interference.—Contributed by MISS MARSDEN COLE, Librarian, Garfield High School, Seattle, Washington.

CLUB PROGRAM INCLUDES WIDE RANGE OF VITAL ACTIVITIES

The Girl's Club of the Eveleth, Minnesota, Senior High School is the largest and most active organization in the entire school. The program of the club includes a wide range of service and citizenship projects which we consider a vital part of our school activities.

The club sponsors at least one big event during each school year. For about four years, this event was called "The Homelands." It consisted of displays or exhibits of foreign foods and clothing which represented ten different countries. The project was very popular with all groups in our city.

Last year "The Homelands" exhibit was combined with a stamp and bond auction. To this auction, club members brought foods and merchandise representative of the ten foreign countries. The food and articles were secured from many sources. We also auctioned off some potica and ravioli.

The club sponsors the sale of war stamps and bonds throughout the year. Right now there is a contest between the boys and girls. We have found this method effective in increasing sales. When the contest ends, one group will give a party. If the girls win, the boys will give the party and vice versa. But if there should be a tie, the faculty will put on the party.

As our contribution to the Red Cross, we sponsored a penny campaign. The committee members collected coffee jars and made them suitable for the campaign. The students were asked to put money into the jars when they had it to spare. This like most other campaigns sponsored by the club was a big success.

The Girls' Club will always be an important group in our school because it gives leadership

to and takes the initiative in carrying on some of the most vital activities. The secret of its effectiveness is carful planning and administration. —MARIE TIMPORO, Eveleth, Minnesota, Senior High School.

RADIO BROADCASTING AT GRANT UNION HIGH SCHOOL

Grant Union High School, North Sacramento, California, was the first high school in Northern California to initiate radio broadcasts as a regular project.

In January 1938, the first program was presented. At the beginning, there were three programs a week, each fifteen minutes in length. Now, only one program is presented each week, on Thursday from 3:00 to 3:15. The programs are sent by remote control, through KROY in Sacramento.

The programs are usually broadcast from the stage of the auditorium, but Grant Union now has two sound-proof studios for radio purposes. They are called the Red Room and the Blue Room and are decorated to suit their names. The former has red carpet, drapes and a red border painted on the walls, and the latter, blue. There is a grand piano in each studio and one in the auditorium, but the big organ is used in almost every broadcast.

The control room overlooks the two studios and the stage of the auditorium. It is one of the best equipped control rooms to be found in any high school in California. A broadcast can be sent from any part of the school, as the building is wired for such purposes.

The students of the radio-broadcasting class, directed by Mr. Harter, write the scripts and take part in the broadcasts. The music is supplied by Leland Ralph, at the four?manualed organ, and students in the music department of our school. Students interested in radio work with the controls, under adult supervision. — LOIS DAVEY, Grant Union High School, North Sacramento, California.

ACTIVITIES GAIN NEW IMPETUS THROUGH ENGLISH BOOSTERS CLUB

For the past four years a group has been functioning at the Motion High School, Easton, Maryland, to do much to stimulate interest in the school and its activities. This group is called the English Boosters Club.

Organized at the beginning of the school year of 1941-42, the Club has developed a variety of activities and has attained a position of leadership in the school. Among the club's projects are: (1) Publishing *The Motion Times,* our monthly school paper. (2) Sending the paper and writing letters to all members of the Alumni Association serving in the armed services. (3) Sponsoring and presenting an annual school play. (4) Carrying on correspondence with the members of the Club who have graduated. (5) Raising money in various ways such as the selling of pencils and school emblems. (6) The presentation of movies in the school.

The motto of the English Boosters Club is, "A bigger and better Motion High School." Members of the club feel that they have been partly successful in realizing the ideal of the motto. The club has been responsibile for the initiating of new activities, it has stimulated interest in the school, helped to promote worthy campaigns and drives, and has teamed up with other school groups in carrying on the war activities of the school. The Club should play a vital part in the life of the school during the period of postwar adjustment.—RUTH A. FIELDS, Sponsor, English Boosters Club, Robert R. Motion High School, Port Street, Easton, Maryland.

YOUTH CENTER PROVIDES RECREATION FOR STUDENTS

The Youth Council of Shorewood, Wisconsin, High School, decided last year to establish a Youth Center and to use the cafeteria and auditorium for its operation. The Board of Education approved such use of school property, with the understanding that members of the youth center pay for janitorial service involved.

Responsibility for operation of the Center was placed in the hands of student committees under the general guidance of Mr. Reino Takala, who is employed by the Board of Education. Any Shorewood youth in grades 7-12 may join that section of the Youth Center designed for his grade level. At first it was planned to have the Center open every Friday and Saturday evening that did not conflict with other social activities of the school, but later it was decided that once a week was a better arrangement.

During the summer months the center was open Friday evenings. Attendance averaged about 125 per week. During the school year, the center is operating for grades 10-12 on Fridays if there is no conflict with other school activities. For example, on nights of home football games, the Center opened after games as a meeting place for students. Freshmen have the privileges of the Center on one Saturday night a month, from 7:30 to 10:30; grades 7 and 8, from 3:30 to 5:30 on one Friday afternoon a month.

Membership in the Youth Center is 50 cents a semester for grades 10-12; and 15 cents a semester for freshmen and for grades 7 and 8. Activities which have proved most popular with grades 10-12 are dancing, ping pong, checkers, card-playing, and just sitting around. At each meeting, a planned stunt or a movie short is presented for about 15 minutes at mid-evening. Circle games, contests, and "tall-tales" are among the activities popular with 7th and 8th graders.

Refreshments which may be served are hot dogs, ice cream, coca cola, and such other items as there is demand for. The committees have an arrangement whereby homerooms have responsibility in rotation for an evening's entertainment. The purpose is to increase the extent of participation; for interest grows as a large number carry responsibility.

Bookkeeping and close-check on finances provide good experience in the handling of money. All funds are deposited and checked out from the Business Office, with the exception of a petty cash account which is replenished as receipted bills are submitted. A committee of students is responsible for conduct at Youth Center. Few undesirable incidents have thus far arisen.—GRANT RAHN, Principal, Shorewood High School, Shorewood, Wisconsin.

"WE LEARN TO DO BY DOING" LIBRARY SOCIAL SERVICE WORK

When we of the South Philadelphia High School for Girls were told about Social Service Work, we didn't know exactly what it was like and volunteered mainly for the extra credit offered as payment for our efforts. Now, the points we receive are not the reasons we do the work, for we realize what a wonderful system volunteer social service work is; and how it is appreciated by the different agencies.

"Do you have that little red book I brought back last week?" "Do you have any good books on William Penn?" These or similar questions occur every day in the Children's room at Ridgeway Library, Philidelphia. Social service workers from our school help to answer such questions.

For us, work in the Children's room is the best part of the three hours we are on duty each week. Being with little children, watching their interest, teaching them to use the catalog, the appreciation and care of books, benefit us as well as them. To explain things clearly gives us a better understanding of children, and of how to act toward them.

In carrying out our other duties and responsibilities, we have become so familiar with library procedure that paying jobs in the library after graduation have been offered to some of the volunteers. Our other duties include cataloguing cards, slipping and arranging books, and helping readers in any way possible. The latter has led to many interesting experiences with all sorts of people.

One enlightening experience was examining old books belonging to the library. This included manuscripts, the earliest newspapers printed, and books dating back to 1600. In connection with this, we learned some interesting history about the Library. The large jar in one of the cases was donated by Benjamin Franklin. He had

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UP TO 30	20	.30	.24	.19	.15	.13	.10	.08	.06
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promised the Liberty a collection of physics books, but sent the vacuum jar instead.

Social Service Work, it is the opinion of all volunteers, has not only been educational but lots of fun. This is true whether the volunteer has been assigned to a library, to a hospital, or to one of the many other projects sponsored by Social Service Agencies of Philadelphia.—SYLVIA GORDON and ESTELLE TRAVIS, South Philadelphia High School for Girls, Philadelphia, Pa.

STUDENTS DONATE WORK TO HELP FINANCE YEARBOOK

This year the senior class of the University School, Ohio State University, has been looking for ways of earning money to finance the yearbook. In their discussions they explored all the conventional ways or raising money, and tried a few or them, only one of which, a carnival, proved profitable. However, in their discussions they raised the question whether they might not do some of the work in the school which was ordinarily done by the Service Department of the University. One such job was very obvious, for the walls in the hallways were extremely dirty, and because of the labor shortage men could not be found to wash them.

The students voted to wash the walls, and made arrangements with the Service Department to do so. Everyone agreed to work on at least one Saturday morning, and the crews of eight were filled by volunteers, many of whom worked on three or four different days. The students worked on their own initiative for four half days during their spring vacation, and finished the main halls and stairwells to the satisfaction of campus authorities. The project earned nearly a hundred dollars for the class treasury, and it seemed to be an eminently satisfactory experience to the students.—MARGARET WILLIS, The University School, Ohio State University, Columbus, Ohio.

OUR PLAN FOR STUDENT ACTIVITY IN CREATIVE SCHOOL CONTROL

We believe that the best way to teach democracy in high school is to create situations within the school which provide for democratic living. In line with this philosophy, a plan has been developed at the Pawhuska, Oklahoma, High School for members of the student body to participate in the administration of the high school.

The administrative agency is called the Student Council and the members are elected according to constitutional provision of the student body. The first step in initiating the plan was to let a representative group of students draft a constitution for the student body.

Each class is entitled to elect a certain number of council members, whose terms of office are fixed so that too many representatives do not change at one time. There is a faculty adviser who works with the council in planning and in developing programs for the solution of school problems. Action of the council on certain matters is subject to the approval of the school administration. There are some who might challenge this plan of giving the principal a veto over the actions of the council, but as the principal is responsible for what goes on in the school in a legal way, there is justification for it. Our plan was designed to make possible student participation in government and to develop cooperation of students and administration.

The general results of the plan have been to bring about much more co-operation in school life, more opportunities for student initiative and leadership, and increased effort by students to improve their school. Concrete results were: improvement of school grounds, the construction of athletic memorials, cultivation of goodwill with other high schools in the locality, development of closer relationship between the school and its patrons, and a very definitely increased loyalty to the school. —J. R. CHANGLER, The University of Oklahoma, Former Principal, Pawhuska, Oklahoma, High School.

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R. E. McEachin, *Managing Director*

Hotel CONTINENTAL

ELEVENTH at BALTIMORE

CO-OPERATIVE ACTIVITY IS PURPOSE OF OUR HOMEROOM ORGANIZATIONS

The homeroom period is the most important one in the school day. Homerooms of the Capitol Hill Junior High School, Oklahoma City, meet three times a week during the thirty minutes activity period and go as a group to the assembly once each week. The fifth day, pupils go to clubs of their choice, with the exception of 7B's who are assigned to Forum Clubs. Upon entering school, a pupil is assigned to a homeroom composed of pupils of his own grade level and of similar interest and abilities and remains with that group and the same teacher throughout his three years in junior high school.

The homeroom provides an opportunity for the teacher to become acquainted with each boy and girl—to know their interests, plans, and ambitions—with their strong and weak points. This intimate knowledge of students enables the homeroom teacher to provide the proper guidance needed at this critical period.

The child in turn has a chance to become acquainted with the teacher and learns to go to her first with his problems. The homeroom becomes his "home" while at school and, the teacher acts in the capacity of father, mother, friend, adviser, or whatever is needed at the particular time.

Bulletins offering suggestions for procedures and programs are issued from the guidance office at intervals, and each teacher has access to a good book on homeroom guidance—*Homeroom Guidance Programs for the Junior High School Years*, by Mary and Ervin Detjen. The homeroom teacher has a serious responsibility, but should accept this as a challenge—an opportunity to assist in the development of pupils and in guiding them in becoming increasingly self-directive. She needs a knowledge of all phases of guidance—physical, mental, moral, social, educational, or vocational. Most of this will be group guidance, but the teacher may find opportunities for individual conferences, if needed. Here the progress folder proves helpful as it is a complete record of the pupil's progress beginning in elementary school. It includes information on health, special interests, and achievements, as well as grades.

In each homeroom a group of officers is elected to carry on the necessary business. These officers are given bulletins from the guidance office outlining their duties. Business is conducted according to the rules of parliamentary procedure. One of the most important officers is the Student Council Representative who meets with others from the forty-nine homerooms to discuss school problems and to plan student activities. The Student Council meets regularly each week with a faculty sponsor. Its executive cabinet is composed of the six school officers—one elected to represent each half grade.

The homeroom is an experience in democratic living. The will of the majority governs the group, and each person contributes his share toward a common goal. Here the child participates in activities that he enjoys and in which he may achieve success. Leaders are developed and followers are trained. Here the wise teacher may teach indirectly valuable lessons in citizenship, and respect for the higher things of life.

Working together on a group project, whether it is an assembly program or one that the homeroom alone will enjoy, planning a party, collecting scrap paper, or putting over a drive, brings a more friendly and understanding relationship between pupil and teacher and gives training in an important life experience—co-operative living. —Ruth Redwine, Capitol Hill Junior High School, Oklahoma City, Oklahoma.

SOME OUTSTANDING FEATURES OF OUR ACTIVITY PROGRAM

The six-year high school at Glen Ridge, New Jersey, has achieved the remarkable record of 95% participation in extracurricular activities with no sacrifice of high academic standards and accomplishment. Over 80% of its student body participates in non-athletic extracurricular activities. But, in addition, athletic varsity squads and an intramural program of games which seeks to include every boy and most of the girls attract participation of those who have no interest in clubs of other sorts.

This has been accomplished without any requirement that students take part. Instead, the school day is scheduled so as to include an "Activity Period" of forty-five minutes. During this time, all regularly scheduled extracurricular activities occur, except games and team practices, which take place after school. Beside this, of course, the period is used for homeroom meetings, class meetings, and assemblies. Often it is necessary to hold special meetings or rehearsals after school. For students with no scheduled activity on a particular day, the period serves as a study period. All meetings are announced the afternoon before.

Out of a school population of 601, the total number of memberships in non-athletic extracurricular activities is 904, and the number of different students participating 493. Participa-

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tion in school and class government is by 21% of the students, in dramatics 32%, in music activities 17%, on publications 18%, and in other types of clubs 37%.

Student questionnaires reveal that their opinion of the extracurricular program is high. They approve of the voluntary quality of the program. They can select as they choose; drop membership in a club when they wish; or not take any part if they prefer. However, it is agreed that attendance can justly be required as a requisite of continued membership in an activity. There are always a few who have no interest and who believe, as one put it ,on a questionnaire, "School is for Education, not Clubs."

The Student Council has set up a point system for offices to prevent a student from holding more than one major office or an overload of minor ones. There is no limit to the number of activities in which one may take part. But if a student's academic record is suffering as a result of his wide variety of outside interests he may be urged to cut out a few.

The program of activities is in a constant state of change as student demands change. Some clubs and other organizations have lasted for years and become almost traditional. But none is sacred, and it is probably better to kill them than to let them die slowly if they have for some reason lost their appeal. For example, in a typical year the Travel Club and the Shorthand Club disappeared from the list. But a Modern Dance Group, a Camera Club and a Sub-Deb-Club were formed and the old Varsity Club, which had not existed for a few years, was revived.

About 50% of the students say they would participate as much in the program if it were all held after school. This would obviously cut the number of participants greatly. And Glen Ridge knows from experience that many of that 50% would take a great deal less part than they do now. Extracurricular activities are so important a part of the school program that they deserve to be made an integral part of it.—ALFRED C. RAMSAY, Principal, Glen Ridge High School, Glen Ridge, N. J.

OUR EFFICIENT PATROL SYSTEM HELPS DEVELOP SELF-DISCIPLINE

The most far-reaching organization in the West Philadelphia High School is its patrol system. No other part of the student government plays as large a part in the lives of students as it does in developing self-discipline. Its efficiency has resulted from careful organization and supervision.

At the head of the system is a Chairman of All Patrols, who is a member of the 12B class. At the end of the preceding term, the newly-elected president of the student organization and the former Chairman of All Patrols decide upon someone to hold the position for the coming term. The person who is chosen must have served on the patrol system for at least three terms, and usually comes from a group of officers called "chairman." These chairmen can be members of the eleventh or twelfth grades. Each has a section of the school for which he is responsible. There are five regular chairmen known as: Chairman of Corridors, Chairman of Outside, Chairman of Girls' Lunchroom, Chairman of Boys' Lunchroom, and Chairman Between Periods. They are chosen by the Chairman of All Patrols from the recommendations based on ratings from former terms.

Under each chairman there are from three to six sub-chairmen. They are assigned to the various divisions mentioned above, on their lunch periods, and assume responsibility for those positions. They are required to attend a monthly meeting, called by their chairman, and submit a report on conditions in their section. Each chairman and sub-chairman is required to attend a monthly meeting called by the Chairman of All Patrols and to serve during group period as special patrols.

Under each sub-chairman there are twenty to thirty patrols. Theirs is the most important job, and upon them rests the responsibility of making the system a success. They must enforce the laws of the student organization and apprehend all malefactors. The Tribunal, the judicial branch of the student government, works in close association with them, and tries all cases referred to them by the patrols. (They are notified of the case by a pink card, called summons card, which if filled out by the patrol.)

Each person has his specific duty, but all are required to serve wherever and whenever an emergency may arise.

Every member of the system wears a button designating what position he holds. These buttons were not designed to confer authority upon the wearer but merely to identify him to his fellow-students.

Behind the system stands a faculty member, the director of student activities, who assists in advising the Chairman of All Patrols .

Anyone who has served on the system for three or more terms is eligible for a citizenship award. These awards are the gold "W" or the "Certificate." Those eligible must be recommended by officers immediately above them. The sub-chairman recommends the patrol, the chairman recommends the sub-chairman, the Chairman of All Patrols recommends the six division chairmen, and the director of student activities recommends the Chairman of All Patrols.

No loophole is left in the patrol system for failure and, consequently, the best results are obtained each term.—ROBERT YOUNG, West Philadelphia High School, Philadelphia, Pa .

Have You A Youth Council On The Atomic Crisis?

(*Continued from page* 324)

Evidence that YCAC is not an ephemeral outburst of youthful eccentrics, a novelty, is its continued growth and expanding effect. Although their training enables them to speak confidently of the facts which the citizen should know, the Youth Council members would be the first to deny that they are "junior scientists" or "evangelists," trying to make converts on the upsurge of an emotional crisis. They would have you know they have been persuaded by plain, unvarnished logic, by a study of the facts, that a world control of atomic energy is necessary, and that fundamental to this goal is a domestic policy which emphasizes democratic, civilian control within the United States.

YCAC is now well on its way to "nationalizing." It is affiliated with new youth councils in Texas and California, in Illinois and Pennsylvania, and its program of activities; of special assemblies, scientist-speakers, radio round tables, group discussions, visiting speaking teams—these things, plus active promotion of their program through the press, periodicals, radio, and letters—constitute what they believe should be a most important part of any youth group program today.

School work, instead of suffering, has improved. "Problem children" who had before seemed lethargic, indifferent, or shy and uninterested have willingly plunged into something which has been offered to them from a tangent—not by teachers, but by other students. It has been both a challenge and a provocation to think and work. And some surprising discoveries have been made in the fields of public speaking, journalism, science, and psychology. YCAC is student-organized,—staffed, and—led, and therefore holds out the golden chance for free thinking, acting, and leadership, which some teachers fail to elicit from activity groups.

But where school work and YCAC activities have both been kept up, something must suffer and it has. Elegant "proms" and very special basketball games have been missed. "Super" dates have ended up with the boy and girl practicing YCAC speaking techniques on each other. How do they feel about missing this essential side of life? A clue can be found in one student's retort: "The other day Dr. Morrison told us that within a generation, half of our audience would be dead unless a satisfactory solution to the atomic problem can be found, *soon*. Proms and games won't be of much use to me unless I'm there to enjoy 'em."

A recent function of the YCAC has been its serving as consultant to The Forerunners in their preparation of a manual for specific educative and political action by high-school groups toward resolving the atomic crisis. Because the major aims of this pamphlet, "Calling All Congressmen!" coincide with the purposes of the YCAC, the Oak Ridge group is circulating it with its own materials.

Have you a Youth Council on the Atomic Crisis? What contributions are your students and teachers making to a world confused and muddled by the atomic crisis now facing us? Are they educating their fellows and community; awakening them to interest, study, and action on the most decisive factor the world has ever known? The Oak Ridge Youth Council on the Atomic Crisis wants to know. They want a reply to the sarcastic quip they hear daily in Oak Ridge—"The atomic bomb is here to stay. Are we?"

Philip E. Kennedy is co-sponsor of the Youth Council on the Atomic Crisis, Oakridge Public Schools, Oakridge, Tenn.

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Items appearing in such departments as, As the Editor Sees It, News Notes and Comedy Cues are not listed in this volume index.

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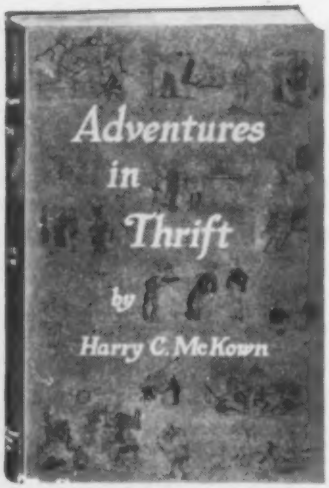

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